DOCUMENT RESUME

ED 028 368 AC 004 065

By-Vaughn, Jack, Ed.
Peace Corps Seventh Annual Report.
Pub Date Jun 68
Note-54p.
EDRS Price MF-$0.25 HC-$2.80

Descriptors-Annual Reports, *Cross Cultural Training, *Developing Nations, Field Experience Programs, Foreign Policy, Indigenous Personnel, Language Instruction, Poverty Programs, Program Costs, *Program Evaluation, Statistical Data, Training Techniques, Volunteers, *Volunteer Training
Identifiers-*Peace Corps

This seventh annual report of the Peace Corps states that the two greatest achievements of 1968 are intangible. First, the Peace Corps achieved a new measure of cooperation with the people in its host countries. In the summer of 1968 for the first time, hosts helped to recruit volunteers in the United States and became members of overseas staffs. Second, as volunteers came home, hundreds answered the call of large cities seeking high-quality teachers for low-quality schools. Also during 1968, the Peace Corps shifted a large portion of its training out of the United States and into host countries. Pre-service language training was further intensified. In the future, as more Volunteers apply to the problems of the United States the knowledge and insight acquired in helping people overseas, the full value of the kind of "education" Peace Corps experience can provide will be realized. (The document includes a statistical profile chart for 1968.) (se)

ED 028 368

PEACE CORPS

SEVENTH ANNUAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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". . I want you to know that my Government and indeed the people of Botswana deeply value service which the Peace Corps have provided in this country . . . When I read and hear of the growing disenchantment in the developed nations over external aid and technical assistance, when I learn of the international resources which are being consumed in military confrontations, I cannot help wishing that there were a few more people who could recognize the impact which fifty-two young men and women are capable of making in a country such as mine . ."

Excerpt from a letter to U.S. Senator E. L. Bartlett from Q. K. J. Masire, Acting President of Botswana and Minister of Development. Other comments on the Peace Corps inside.

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While the Peace Corps after seven years is an established institution, its ideas and approach to foreign assistance continue to generate comment and debate.

What

". . . The Peace Corps . . . is not an instrument of change, but an instrument of the status quo; not a revolutionary organization, but a counter-revolutionary organization. It is the advance guard of the marines—counter-insurgency in a velvet glove. Young people who sincerely want to see progressive change in the world would be best advised to stay out of it."

—Marshall Windmiller, Associate Professor of International Relations, San Francisco State College, in the Los Angeles Free Press

". . . The premise of world need that gave the Peace Corps birth is as valid today as it was in the first days of the Kennedy presidency. And it will take a good deal more evidence than we have yet seen to convince us that the concept of voluntary service has lost its relevancy to American youth."

—Editorial in the Kansas City, Mo., Star

". . . Qualitative analysis of the 'microscopic good' this modern-day Children's Crusade has done may be hard to come by. Certainly the fatuous accounts put out by the Peace Corps itself cannot be heavily relied upon . . . it has consumed more than half-a-billion dollars of tax money, floating eager neophytes of good will across the oceans of the world."

—Editorial in the Manchester, N.H., Union Leader

"Newsweek, a well-informed Yankee weekly which once in a while serves up some gossip, reported—or maybe it just slipped by—that last year the Peace Corps recruiters could not find a single North American who wanted to belong to the Peace Corps. Now everybody resists. Only for money or by force do the mercenaries join the Peace Corps. This is the famous Peace Corps, which is neither a corps nor peaceful."

—Radio Havana

". . . A special word to the Peace Corps teachers in this parish, as well as the whole Peace Corps operation in this country. . . . this is really the type of cooperation among nations which is most fruitful. It is something apart from considerations of big power diplomacy. It is on the level that the people of this country can understand, and which they can readily accept. . . . "

—Minister of Education Erskine Sandiford, of Barbados, in a speech at groundbreaking for a new teacher-training center

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People Say

". . . Considerable concern has been expressed regarding the wisdom of imposing the unschooled and untrained brashness of youth upon the long-established protocol of nations. Our well-trained embassy staffs and career diplomats have trouble enough maintaining peaceful relations throughout the world without the dabblings of youthful zeal blessed with diplomatic immunities."

Willis E. Stone, Publisher,
Freedom Magazine

". . . The success of the Peace Corps should also provide us with food for thought. . . . If the altruism of young Americans has produced positive results in spite of the fact that the Peace Corps' intrinsic nature is to serve the policy of American imperialism, think of the results the altruism of our own people could produce if their efforts were allied with the humanistic goals of our own foreign policy. . . ."

Article in Mezinarodni Politika
(Czechoslovakian journal)

". . . Inspiration exists. A refreshing spiritual impact, not requiring any material substance, it can make people feel the joy and meaning of life. Inspiration comes not necessarily from the great man or the monumental happening; one can feel it when the gentle wind blows the leaves on the tree. When on the night of January 7, 1968, I saw 69 young American men and women speaking and singing Korean on television, such an inspiration was mine. They were a Peace Corps group who had come to Korea to work in public health. . . ."

Editorial in Chosum Ilbo
(Korean newspaper)

". . . This institution of the Peace Corps constitutes a work of peace, as well as a work of mutual comprehension—an idea which includes affection, respect and understanding, which can develop, endure and extend to all areas of activity. It is in this spirit that I wish to thank you for what the Peace Corps has brought in the way of aid to Tunisia. . . ."

President of Tunisia Habib Bourguiba
in a speech at a Peace Corps
conference in Tunis

"I predict that 1967 will be the last year of the Peace Corps!"

Jeron King Criswell in "Criswell Predicts!"
(syndicated column)

PEACE CORPS SEVENTH ANNUAL REPORT

June 30, 1968

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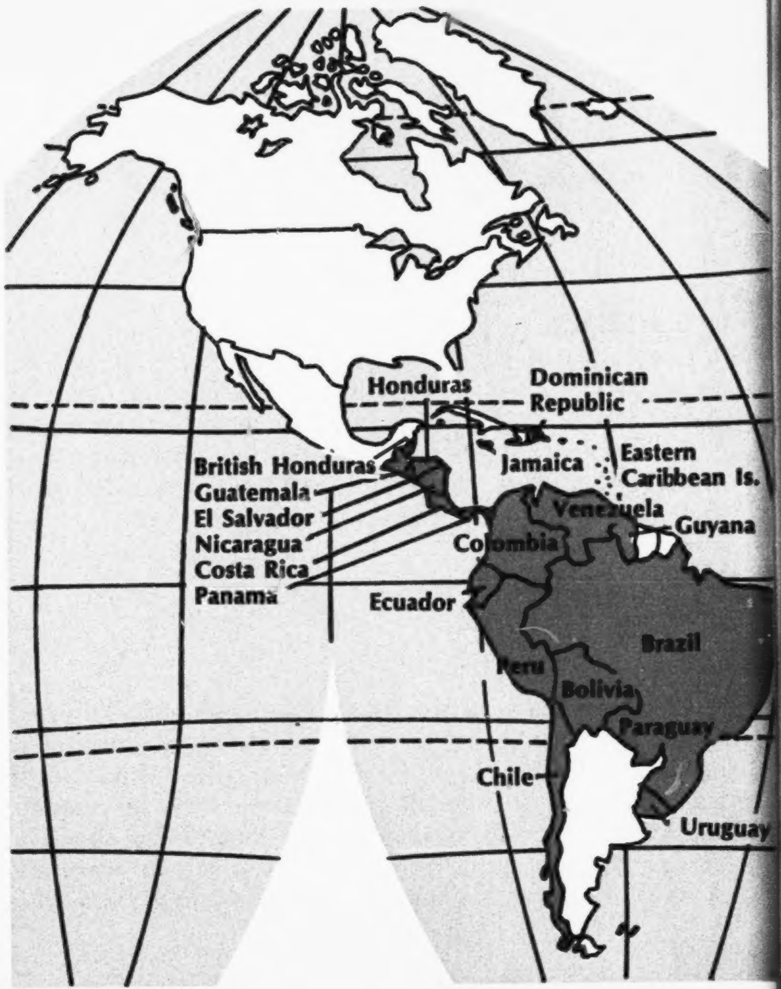
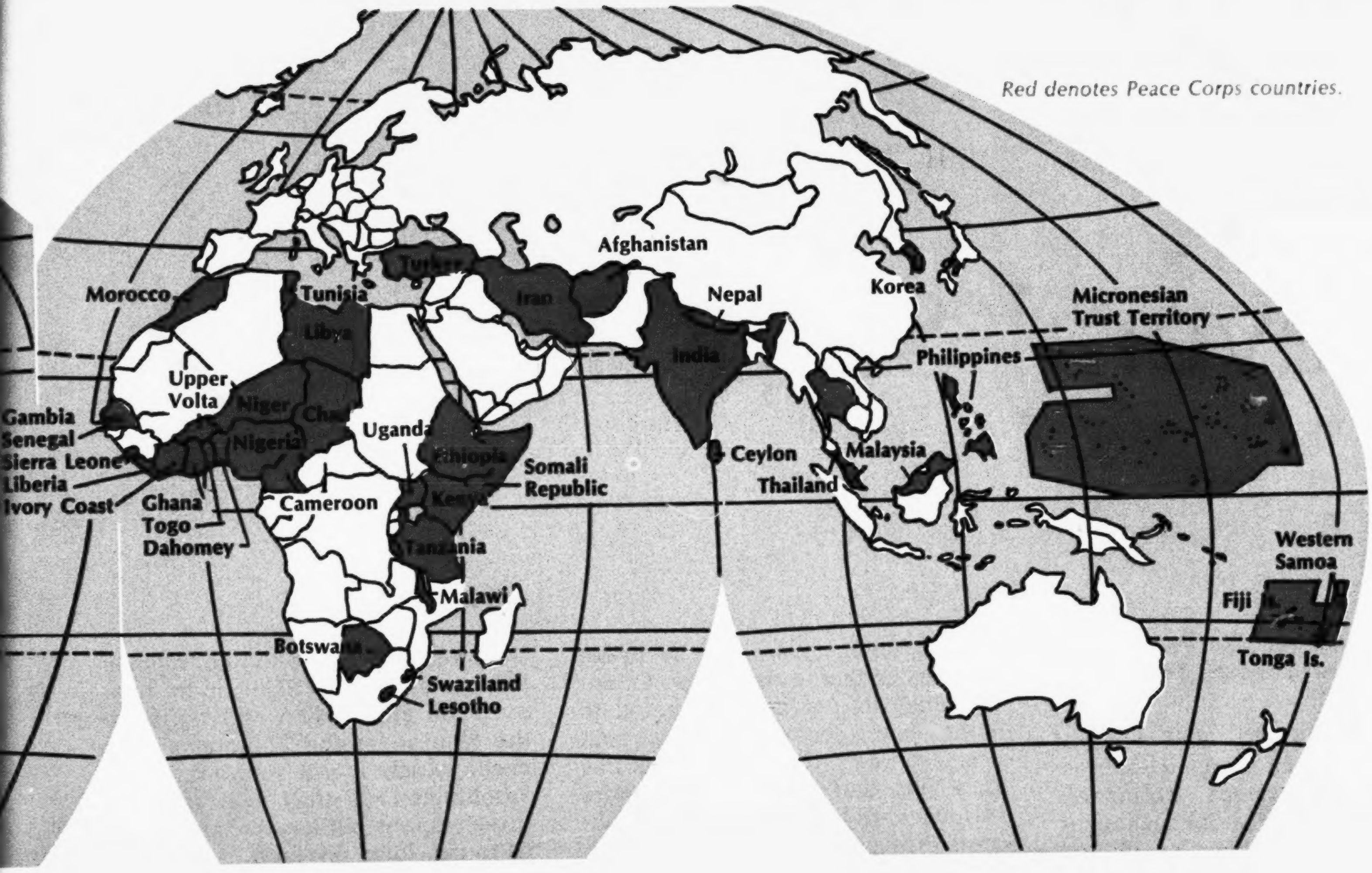
Tom Pruitt surveys a school site in Nepal.

I. INTRODUCTION

A Time For Hope



Peace Corps Director Jack Vaughn with Vice President Hubert H. Humphrey, chairman of the Peace Corps' National Advisory Council, and Deputy Director Brent Ashabranner.



Red denotes Peace Corps countries.

This report is traditionally a showcase for quantified results of Peace Corps activities. But to me the two greatest achievements of 1968 are intangible:

First, in a world of mounting conflict between nations and racial groups, the Peace Corps achieved a broad new measure of cooperation with the people of its host countries in day-to-day operations. This summer for the first time, our hosts helped us recruit new Volunteers in the United States. Also for the first time, numbers of host officials became full-fledged members of our overseas staff. The Peace Corps shifted a large portion of its training out of the United States and into host countries, to give prospective Volunteers the most realistic preparation possible for overseas service. Pre-service language training was further intensified to increase the Volunteer's ability to communicate with and understand his host people.

Second, as thousands of Volunteers came home searching for ways to extend their commitment to service, it became clear just how important the Peace Corps experience is to young people who combat inequities in their own country. For example, hundreds of former Volunteers answered the crisis call of large cities seeking high-quality teachers for low-quality schools. Two-thirds of these teachers chose to teach at home as a direct result of their Peace Corps service. These former Volunteers are committed to working for a better country through social change, and committed to achieving their goals by constructive, not destructive, actions.

With gratitude and humility we recognize that Peace Corps Volunteers often receive more from their service than they give, learn more than they teach. In the future, as thousands more Volunteers apply to our own problems the knowledge and insight acquired in helping our overseas friends with their development problems, we will increasingly realize the full value of the kind of "education" the Peace Corps experience can provide.

I sincerely hope that you will find the following report an honest portrayal of what your Volunteers have accomplished in 1968. For this, our seventh good year, my thanks go to these Volunteers and to our hosts.

Jack Vaughn

Jack Vaughn

II. YEAR IN REVIEW

Several Steps Forward

In its seventh year, the Peace Corps recorded many gains. Some of the highlights:

COUNTRY SCORE: 1968 brought seven new Peace Corps countries. The first groups of Volunteers trained and departed for Dahomey, Fiji, The Gambia, Lesotho, Tonga, Upper Volta and Western Samoa. New programs were also announced for Nicaragua and Swaziland. It was the biggest year for new countries since 1963, when the world suddenly realized the Peace Corps had something special to offer and some 25 nations received their first Volunteers. Although Gabon abruptly invited its Volunteer contingent to leave in December 1967, the country total reached a new high of 59.

PROFILE: The picture of the average Volunteer changes little from year to year. He is 24 and a recent liberal arts college graduate. The ratio of males to females among applicants and Volunteers hovered at the 65-35 mark. As of June 30, 1968, there were 149 Volunteers and trainees aged 50 or older.

APPLICATIONS: Despite well-publicized rumors that interest in the Peace Corps was on the decline, the number of "prime applicants" (those basically qualified and available for service within the year) rose slightly over the last year's total. Even more encouraging, undergraduates asking for a place on the waiting list for Peace Corps service numbered more than 20,000 over the previous year.

Of the total number of applicants, the percentage classified as prime was higher than ever before: an encouraging 69 per cent compared to 53 per cent as recently as two years ago. The Peace Corps interprets this as a sign that it is reaching more serious and better qualified applicants through refined recruiting techniques.

TEAMWORK: During the past year, the host country officials for whom Volunteers work have assumed greater responsibility than ever before for supervising and supporting Volunteers and planning jobs.

In the early days of the Peace Corps, the prerogative for developing and overseeing Volunteer activities was exercised mostly by its own overseas staff. Now, the goal is integration of Peace Corps staff functions into whatever structure the host country can provide.

In philosophical terms, this is because Volunteers are a no-strings form of foreign assistance, to be employed in pursuits that their host countries — not the Peace Corps — deem appropriate.

From a purely practical standpoint, it is being done because projects work better that way. Volunteers know they are performing needed jobs, and local officials believe they get more mileage out of Volunteers who are "their" Volunteers.

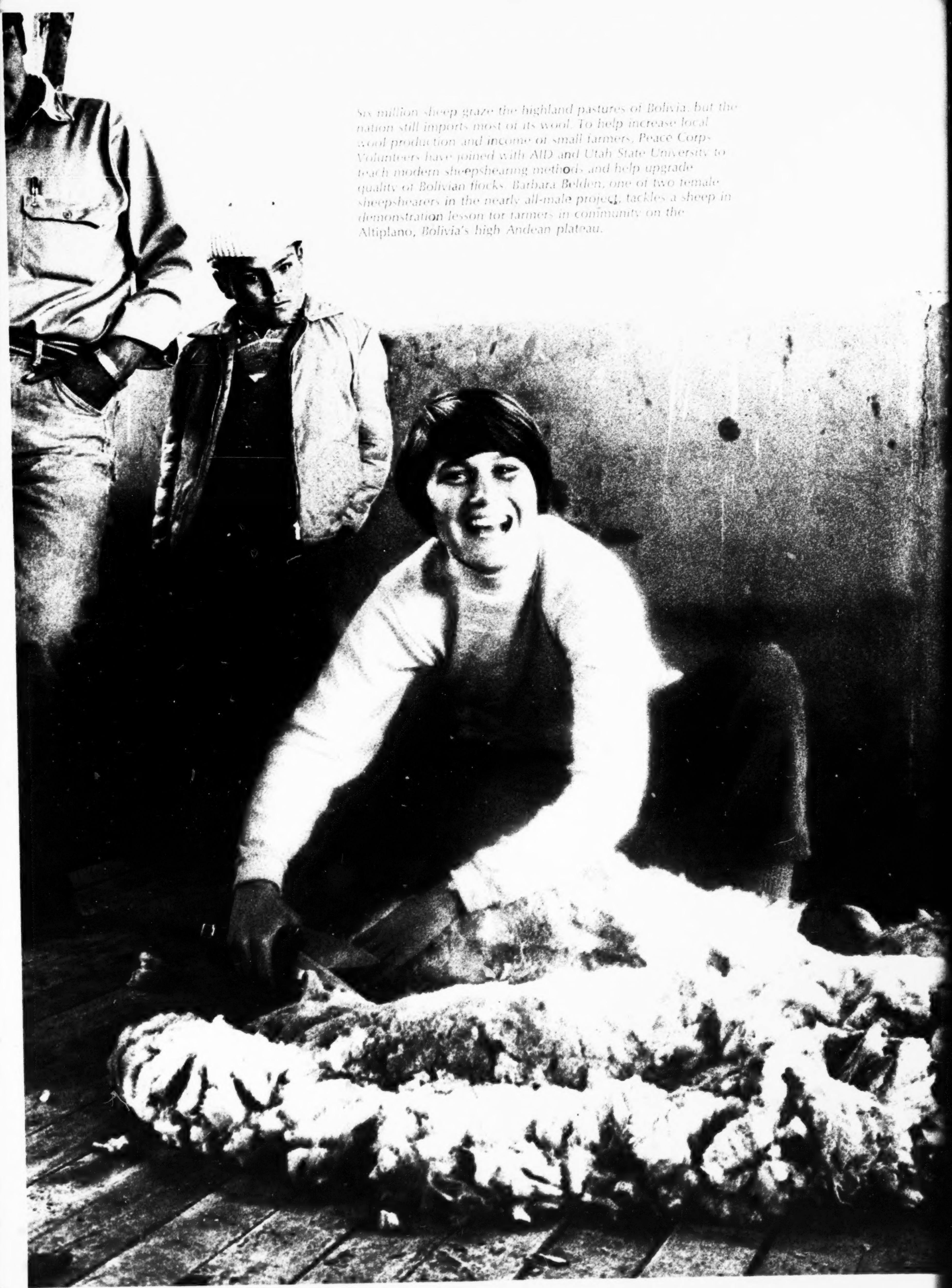
There are other advantages, too. Arthur Purcell, country director in the Philippines, described how Filipino officials began planning elementary education programs for the Volunteers: "I asked the Philippines Bureau of Public Schools to take over full supervision and write up the request for the Volunteers they need, which I will forward on to Washington. If they will take on these responsibilities, it also enables us to cut down our staff."

In the Eastern Caribbean, shifting the responsibilities has become a matter of absolute necessity. There, Country Director Carolyn Payton must deal with eight host countries: Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia and St. Vincent are all separate states, each with its own government and each with a separate request for Peace Corps Volunteers.

She has asked every government to prepare a statement of problems, needs and jobs for Volunteers. The eight papers are included in the "Eastern Caribbean Program Memorandum," the Peace Corps' bureaucratic designation for the paper that describes its activities in the host country.

Like several other Peace Corps directors overseas, Regional Director Julian McPhillips, in Calcutta, India, has found that one of the best ways to dovetail his projects into the country's programs is by hiring a local resident to serve on his staff. The Indian staffer is on leave of absence from his regular job with a local agricultural agency, which employs Peace Corps Volunteers.

"Of course, his main job is to give Volunteers technical assist-



Six million sheep graze the highland pastures of Bolivia, but the nation still imports most of its wool. To help increase local wool production and income of small farmers, Peace Corps Volunteers have joined with AID and Utah State University to teach modern sheepshearing methods and help upgrade quality of Bolivian flocks. Barbara Belden, one of two female sheepshearers in the nearly all-male project, tackles a sheep in demonstration lesson for farmers in community on the Altiplano, Bolivia's high Andean plateau.

Bill Dyal, Peace Corps Director in Colombia, receives that nation's highest honor, the Francisco De Paula Santander Medal, from Colombian President Carlos Lleras Restrepo.

ance in the field," says McPhillips. "But we find he has been a great cultural resource, too. He interprets the local scene to us, and he interprets us to Indians who ask what the Americans are up to."

This summer in Senegal the first African was appointed to serve on the Peace Corps overseas staff. He is Alioune N'Diaye, formerly the training director of Rural Vitalization, a community development program that helps residents of rural areas improve their living conditions. A number of Peace Corps Volunteers work with this agency.

In Bolivia, Chile, Colombia, Panama and Venezuela, the Peace Corps employs Latin Americans to give technical support to groups of Volunteers working within various professional fields. In Colombia, for example, a former secretary-general of the Ministry of Education now has the job of developing and guiding all education programs involving Volunteer teachers.

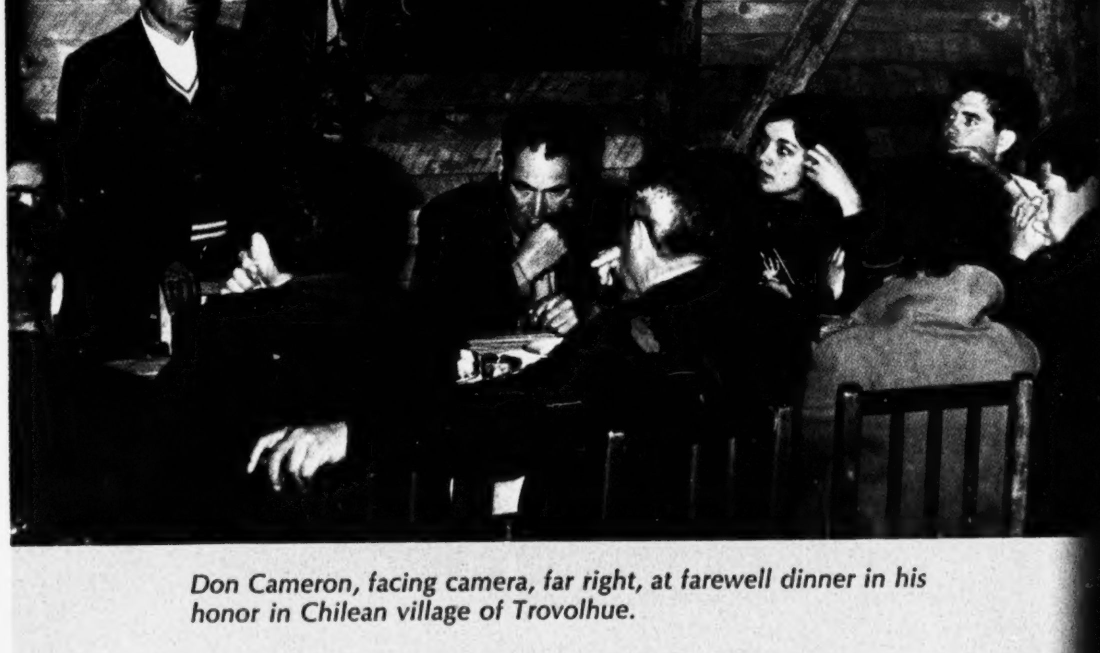
This summer also marked the first recruiting campaign in which host country officials had ever participated. An African diplomat and two students traveled to college campuses to talk to prospective applicants for Peace Corps programs in Africa. Widespread recruiting by African students is planned for 1968-69.

The most extensive participation by host country people in Peace Corps activities has been in training programs. A dozen or more citizens of the country for which Volunteers are bound work as language instructors in every training session. Usually, the instructors also live alongside the trainees and participate in cross-cultural study sessions. In some training programs, host agency officials have assumed full responsibility for training Volunteers who will be assigned to work with them, and they have helped assess the suitability of trainees for service overseas.

HONORS: Colombia's highest honor, the Francisco De Paula Santander medal, was presented to the Peace Corps by President Carlos Lleras Restrepo in May 1968 in recognition of the Peace Corps' work to advance education and relations between Colombia and the United States. It was the first time a non-Colombian had received the award. The award is presented annually to the group or individual contributing most to the country's educational and cultural life. It is named for a general and statesman who served as chief executive of his country in the early 1800s.

The Peace Corps' Colombia program has 576 Volunteers. About 180 work in education, including teacher-training for a national educational television system; another 280 work in community development projects, with the rest in agriculture, health and public administration projects.

In June, Director Jack Vaughn received on behalf of the entire Peace Corps the Top Hat Award of the National Federation of Business and



Don Cameron, facing camera, far right, at farewell dinner in his honor in Chilean village of Trovolhue.

The number of host country nationals participating in planning and administration of Peace Corps programs reached a new high in 1968. Typical was Abdalla Maitti, who journeyed to U.S. to help train Volunteers for first Peace Corps program in Libya. While Maitti and other Libyans taught the trainees Arabic, the trainees taught them English.

Professional Women's Clubs, Inc. Top Hats are given annually in recognition of outstanding efforts by individuals and organizations to advance the status of employed women.

Deputy Peace Corps Director Brent Ashabranner was honored in March for distinguished service in the federal government by the National Civil Service League. Ashabranner was one of ten winners of the League's annual Career Service Awards.

TEACHER TALENT: The growing demand for returning Volunteers was never more evident than in the last months of 1968.

For several years, U.S. school systems have devised special recruiting campaigns to attract returning Volunteer teachers. Last year, for example, the enterprising Philadelphia Board of Education sent contracts to Volunteers, sight unseen, to be signed overseas and returned by mail, and netted 175 new teachers.

This year, the District of Columbia went Philadelphia one better. It sent two ranking officials directly to the Volunteers in their overseas posts. The two recruiters, Edward

New Breed of Young Leaders

These are the six former Volunteers who became country directors in their 20s. They handle a "complicated, delicate" job, says Peace Corps Director Jack Vaughn (see "New Leaders" in the text on page 8).

Gambia Director, Rich Wanush.

Don Cameron, 29, Director of the Peace Corps' newest program, Nicaragua . . . first former Volunteer to lead a program in a Latin American country . . . born in Cuba, lived there until 1950, majored in Spanish at Louisiana State University . . . Volunteer in the Dominican Republic . . . Associate Peace Corps Director in Chile . . . Deputy Director in Guatemala . . . met and married his wife, Herta, in Chile . . . two sons, Don and Charles.

Richard Wanush, 26, Director in The Gambia . . . native of New Kensing-

Continued on page 8

Winner and William H. Bolden, took a six-week swing through Tunisia, Ghana, Ethiopia, the Philippines and Korea, interviewed about 250 teachers completing Peace Corps service, and brought back 116 applications and 30 signed contracts.

The trip not only was highly profitable in terms of numbers of prospects interviewed, but also gave the faculty recruiters a direct line to the type of teacher they are rarely able to find: the liberal arts college graduate.

"Most people coming out of teachers colleges are not as well-prepared as those coming out of liberal arts colleges," explained Winner. "But in the Peace Corps, a math teacher was most likely a math major, not an education major who had a few math courses.

"We are dealing here with people who are committed, who see teaching as a valuable contribution to society, who are liberally educated with a strong foundation in a subject, and who have two years of experience," said Winner.

With a view to enlarging the pipeline to the new pool of teaching talent represented by former Volunteers, Peace Corps Director Jack Vaughn wrote school superintendents in Los Angeles, Detroit, Cleveland and New York, pointing out that Volunteers were willing and able candidates for teaching posts in hard-to-staff inner-city schools.

The response was immediate. All the cities (plus Minneapolis, which heard about the letter and asked why it wasn't included) are now working to develop programs that will make the most effective use of former Volunteers in stateside schools.

NEW LEADERS: "The job of a Peace Corps country director is in most ways as complicated, delicate and responsible as that of an Ambassador," says Jack Vaughn, himself a former Ambassador to Panama.

In 1968, seven country director posts were held by men under 30.

This statistic is evidence of the fact that no other overseas agency, public or private, gives as much responsibility to members of the under-30 generation as the Peace Corps.

Beginning with Volunteer service (average age, 24) up through staff level (40 per cent of the overseas staff members are former Volunteers), no man or woman is denied the chance to do a Peace Corps job because of a chronological deficiency.

The Peace Corps has learned that age is the least reliable predictor of performance in the field. What makes a good country director are the same qualities necessary for successful Volunteer service — initiative, flexibility, awareness and concern. Peace Corps service itself is the best proving ground for potential country directors and other key staff. For example, six under-30 directors (plus three more under 40) are former Peace Corps members who performed effectively as Volunteers, then spent some time learning their way around the bureaucracy in Washington or in field posts and eventually returned abroad to manage their own country programs.

Now, as country directors, they must plan and carry out every detail of overseas Peace Corps operations, from the initial meeting with host country officials to fit Volunteers into five-year plans for development, until the day more than two years later when those Volunteers complete service and board a plane to return to the United States.

In addition, to help ensure that his program is responsive to local needs, the country director must spend nearly full time simply talking to people — the poorest farmers as well as diplomats.

Meeting those people more often requires a long, bone-jarring jeep trip in khakis than coat and tie at a state reception. In fact, no other post held by Americans abroad requires a greater degree of direct physical involvement with a developing nation and all its citizens than the job of a Peace Corps country director.

CONFRONTATION: The Foreign Policy Association doesn't often hold convocations—only once every 50 years.

But when it does, as in May 1968, it strives to live up to its founding

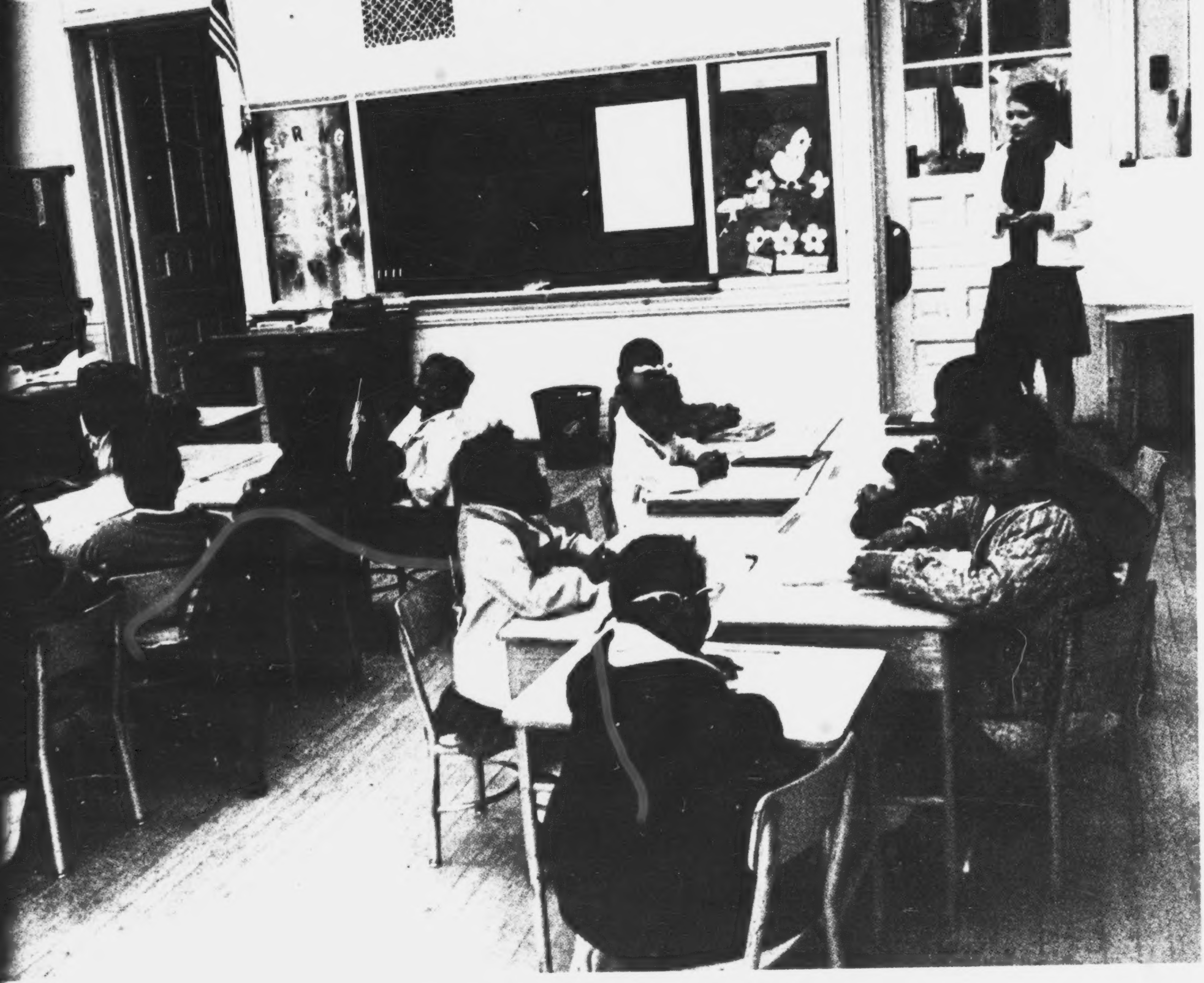
John Hurley, standing, far left, with officials of Fiji who are signing agreement to bring Peace Corps to the South Pacific nation.

Continued from page 7

ton, Pa. . . . graduated in 1963 from University of Pittsburgh, B.A. in history . . . Volunteer teacher in Liberia . . . Peace Corps Operations Officer for West Africa . . . with 16 Volunteers, heads the Peace Corps' smallest program . . . son Michael born Sept. 1967 in The Gambia.

John Hurley, 30, Director in Fiji . . . native of Carbondale, Ill. . . . B.A. degree from DePauw University, graduate work in pre-med science . . . Volunteer in Malaya (now part of the Federation of Malaysia) . . . Associate

Dave Sherwood's usual transportation in mountainous Lesotho is his horse. Plane takes him to visit far-distant Volunteers.



[illegible] Wright was one of [illegible] returning Peace Corps Volunteers recruited to teach during the 1967-68 school year in Philadelphia inner-city schools. Philadelphia was one of first major cities to [illegible] for former Volunteer teachers. This year other cities followed suit.

Peace Corps Director in Malaysia... married a Peace Corps Volunteer nurse in Malaysia, Rita Franzone . . . son, Mark, and daughter, Laura.

David Sherwood, Director in Lesotho . . . only 26 when appointed to post in 1967 . . . native of Tewksbury, Mass. . . . 1962 graduate of Bowdoin College . . . taught school as Peace Corps Volunteer in Sierra Leone . . . worked in a special teaching intern program in the District of Columbia . . . Deputy Director of Peace Corps training camp in Virgin Islands, then Deputy Director of all training programs for Africa-bound Volunteers . . . Sherwood heads the first Peace Corps program in Lesotho.

Russ Schwartz with headmaster and students at up-country school near the village of Mathubudukawane in Botswana.

Russell Schwartz, Director in Botswana . . . at 25 became first country director picked from ranks of former Volunteers . . . native of Rochester, N.Y. . . . B.A. in international relations from Harvard . . . Peace Corps service in Sierra Leone . . . Operations Officer for Peace Corps programs in West Africa . . . in 1966, led first Peace Corps program to Botswana, newly independent nation in the heart of

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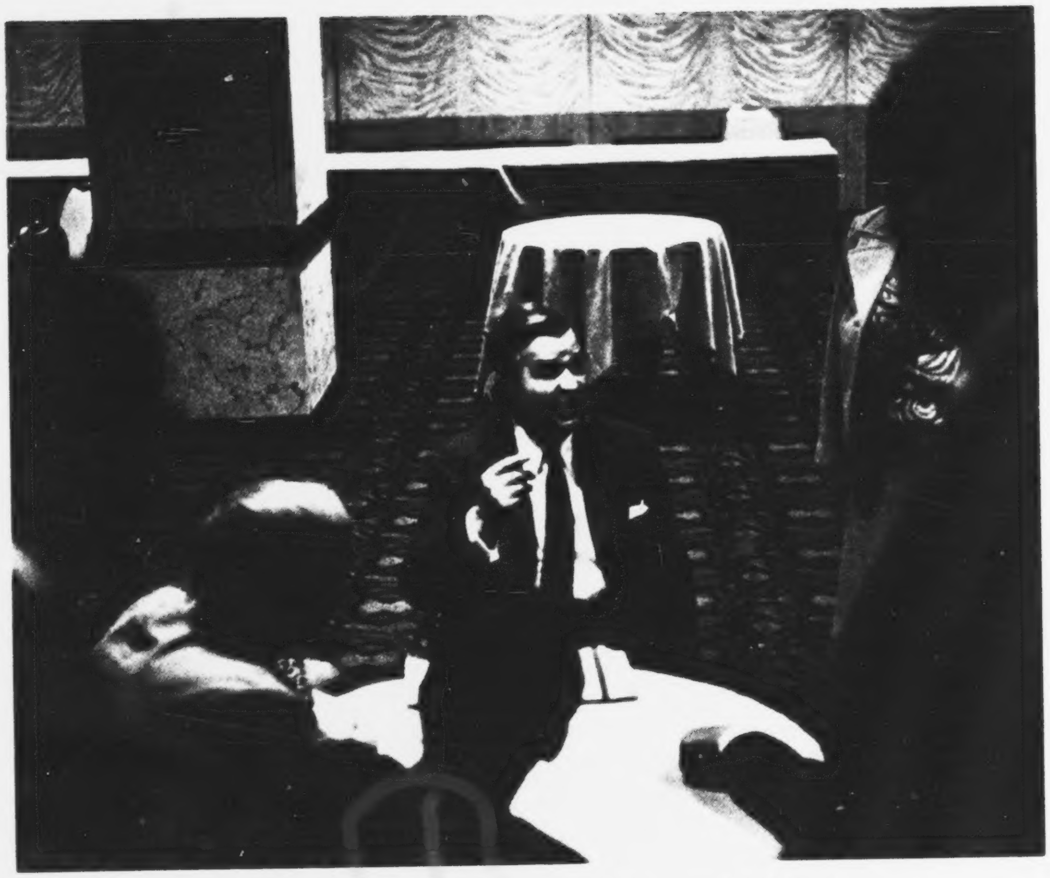


Returned Peace Corps Volunteers ruffled the agenda of Foreign Policy Association's semicentennial meeting in New York by asking experts hard questions about U.S. foreign policy. Swedish economist Gunnar Myrdal leads session with former Volunteers, who were invited to attend the convocation as future leaders of American society.

principle: to be an educational forum on American foreign policy.

To achieve its educational objectives, the FPA invited two types of delegates to its three-day affair at the New York Hilton. They were called the "leaders" and the "future leaders."

The leaders in foreign affairs were about 400 State Department officials, international business executives, college professors and others over age 35.

The future leaders consisted of an equal representation of people under age 35 with proven interest in foreign affairs. Former White House fellows, newly appointed Foreign Service Officers, returned Rhodes Scholars and corporation junior executives were invited.

So were returned Peace Corps Volunteers — about 175 of them — and they comprised the largest single group represented at the convocation. The FPA helped pay for travel and lodging to ensure Peace Corps representation.

While the FPA expected a healthy exchange of ideas, it didn't anticipate the confrontation that took place. Parts of the agenda were scrapped. Talk sessions extended late into the night.

Those under 35 wanted answers to uncomfortable questions they posed to those over 35. Returned Peace Corps Volunteers asked for explanations of American policies they observed in action overseas. Basically, the future leaders wanted to talk about what must be done now to build a better world 40 years from now, rather than speculate about what the world is going to be like in the year 2018, as the agenda dictated.

"The dynamics of the convocation were more interesting than its content," said one participant. "These young people don't want to sit in easy chairs and theorize about the world of tomorrow. They want to build their tomorrow themselves, and I don't blame them a bit."

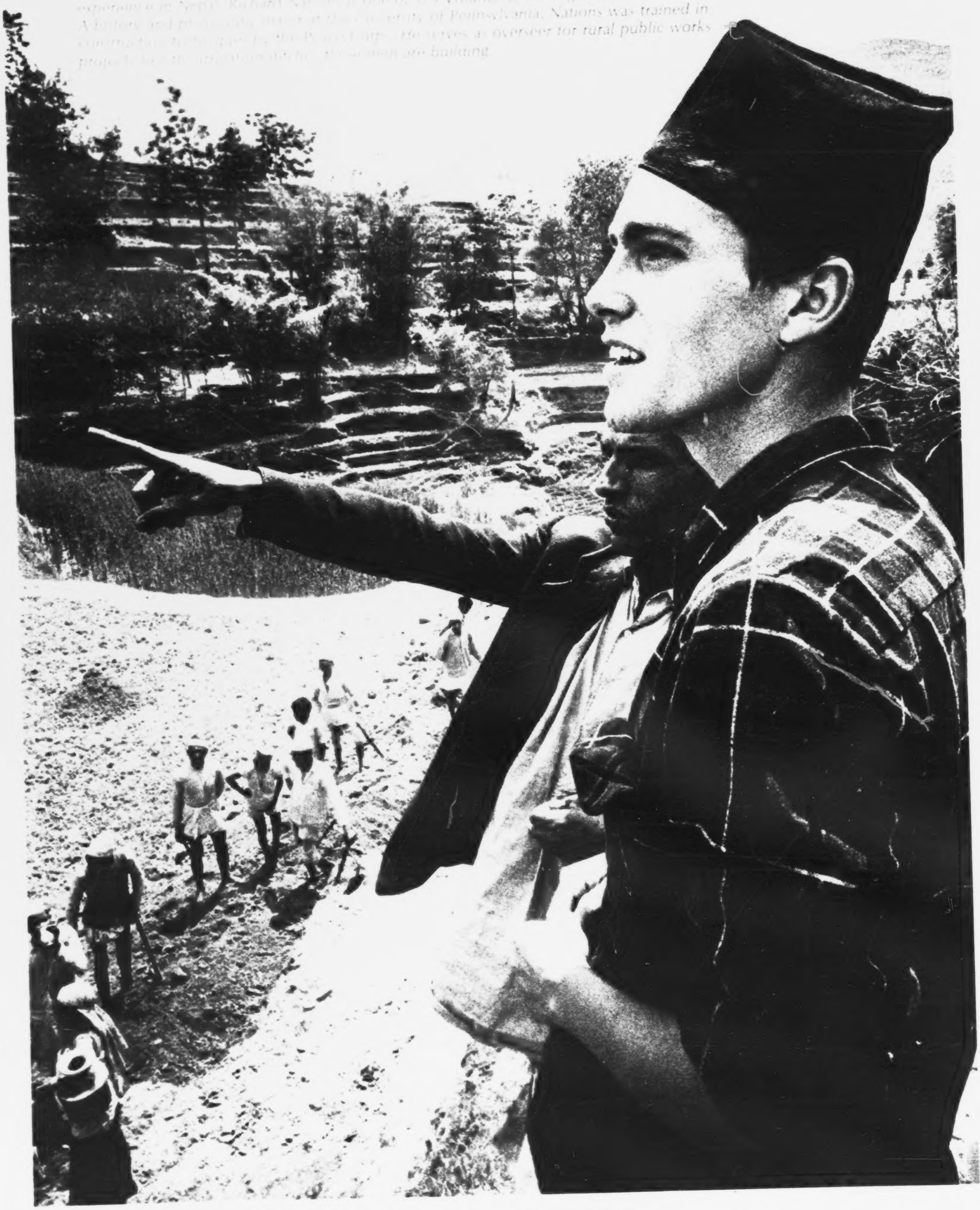
Continued from page 9

southern Africa . . . currently works in Peace Corps' headquarters, Office of Planning, Program Review and Research.

Sam Stokes, 27, Director in Dahomey . . . native of New York City . . . Yale graduate . . . lived in Paris and England . . . Volunteer in the Ivory Coast . . . staff member of Peace Corps training programs . . . Operations Officer for Peace Corps programs in West Africa . . . directs activities of 25 Volunteers in Dahomey's first Peace Corps program.

Sam Stokes, center, talks to director of Dahomey's Boy Scouts, who work under guidance of Peace Corps Volunteers.

The land, its people and jobs that need to be done are all factors in the Peace Corps' happy experience in Nepal. Richard Nations is one of 179 Volunteers serving in the Asian country. A history and philosophy major at the University of Pennsylvania, Nations was trained in construction techniques by the Peace Corps. He serves as overseer for rural public works projects like the irrigation ditch these men are building.



III. COUNTRY REPORT

Peace Corps in Nepal

Because increasing agricultural yields is top priority in Nepali development plans, it is also the Peace Corps' principal concern in this country. Michael Gill was a history major and now is a Peace Corps "generalist" trained to help Nepali farmers produce better crops.

Tales From a T

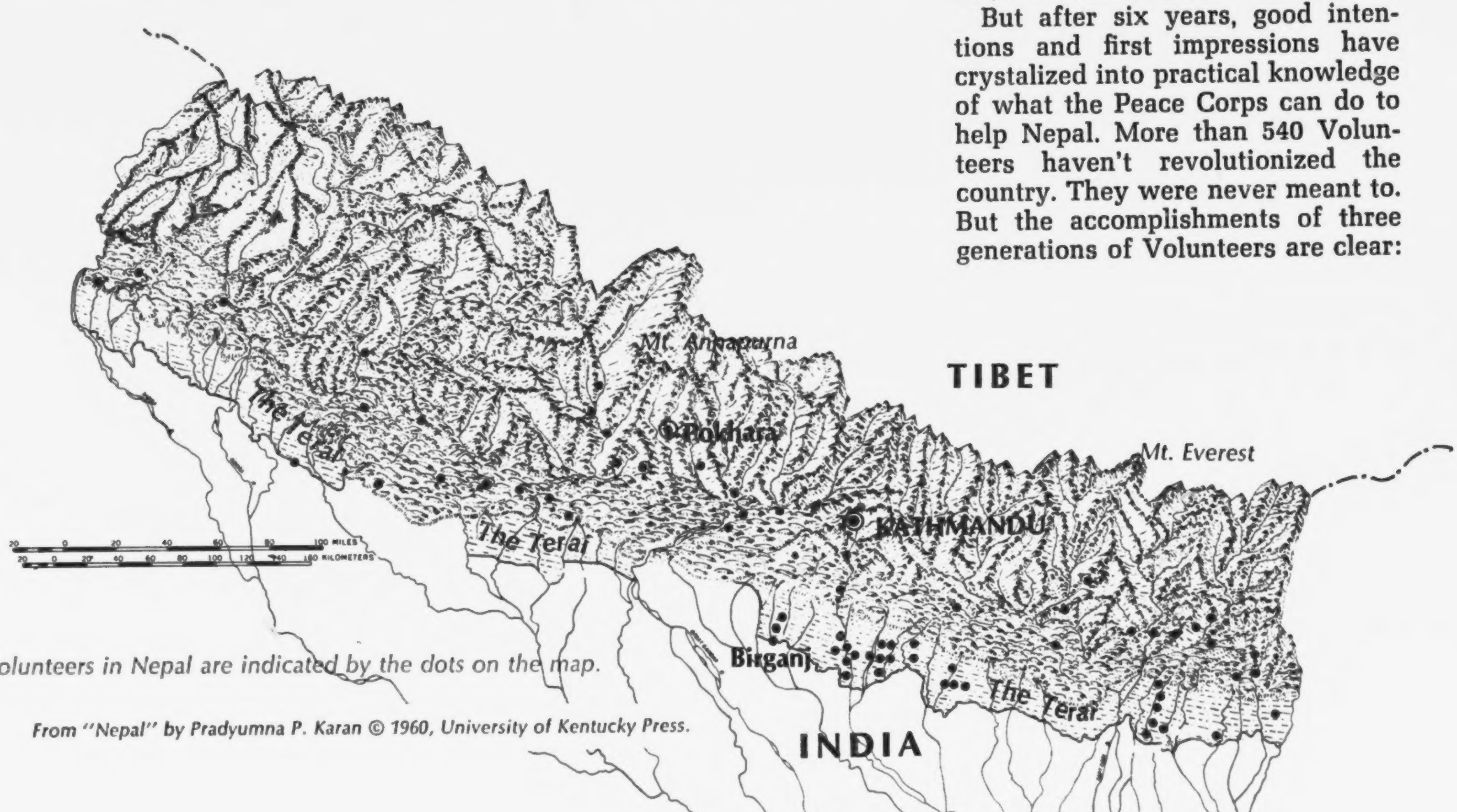
Nothing tells the Peace Corps story better than an account of its experience in one country, focused on the work of individual Volunteers. Over the past six years, the Peace Corps has flourished in the heady climate of Nepal. The story of its progress in this country suggests the pattern of Peace Corps-host country activities and personal relationships throughout the world.

Nepal? It was Shangri-la, Hillary on Everest, photos of blue sky and white snow in old *National Geographics*. It was bells on mule trains in windswept Himalayan passes, a tiny country perched on the roof of the world.

To most Americans, Nepal was still a remote "mountain kingdom" when the first group of Peace Corps Volunteers, their misconceptions somewhat muted by a training session at George Washington University, landed at Kathmandu airport in 1962.

For the occasion, the Nepalis — who had kept their country closed to Westerners for a century prior to 1951 — sent officials of the national tourism agency to greet the first Volunteers. Apparently, Nepal viewed the advent of the 70 Americans as little more than a welcome boom in the local tourist trade.

But after six years, good intentions and first impressions have crystalized into practical knowledge of what the Peace Corps can do to help Nepal. More than 540 Volunteers haven't revolutionized the country. They were never meant to. But the accomplishments of three generations of Volunteers are clear:



Volunteers in Nepal are indicated by the dots on the map.

From "Nepal" by Pradyumna P. Karan © 1960, University of Kentucky Press.

rned-on Land

- 1200 students are involved in a radically new program, just two years old, in which science education has become laboratory and experiment oriented. The goal is elimination of the rote method of science teaching.
- A teaching program in mathematics, just moving from the experimental stage to widespread usage, is making math relevant to the lives of Nepali youngsters.
- Rice production has been increased dramatically where Volunteers and their Nepali counterparts have introduced new varieties of Mexican and Philippine rice. In one extreme case, rice production for one village rose 1200 per cent. In other villages, yields have increased steadily as a result of this project.
- Wheat, a potential cash crop for export to hungry India, has been introduced where none was previously grown. In one village a Volunteer planted one demonstration acre, and villagers were so impressed by the crop that they planted 400 acres the following year.
- Villages previously connected only by footpaths to the outside are now linked year-round by roads built with the aid of Volunteers. The number of miles covered is small, but each foot of road was cut out of the hillside by the hands of the local people.
- Scores of water systems, bridges and irrigation systems have been constructed. Liberal arts graduates, given an intensive course in Peace Corps training, act as advisors and engineers in these projects.
- In some instances, Volunteers have dramatically altered the lives of individual people — such as one Volunteer's introduction of iodine into the drinking water of a village, which arrested goiters throughout the settlement.

Nepal has fostered a kind of Peace Corps in microcosm, where living conditions, relationships with Nepali hosts, a competent Peace Corps staff and hard-working Volunteers have all combined to produce a success that — if modest by Western standards—is tremendously significant to Nepal.

Since food production is Nepal's major national concern, it is also the Peace Corps'. More than 50 per cent of the 179 Volunteers serving in this country have jobs as agriculture extension agents. The rest are assigned to teaching and to rural construction projects.

The top priority agriculture program attacks a problem that Nepal shares with her neighbor, India, and with most other developing nations today.

Ninety per cent of the Nepalis depend on farming for their living, but, for most, that living is a bare subsistence. The country now exports some food, but if it is to continue to feed its 10.5 million people, broaden its economic base and keep pace with a growing population, Nepal must find ways to bring more food out of reluctant land.

Volunteers in Nepal do agriculture extension work in villages, most of them in an area called the Terai. Much of the increased food production must take place in this region, which contains two-thirds of the nation's arable land for its major products.

Since most Peace Corps jobs in Nepal require constant trekking and liberal exposure to out-of-doors, most Volunteers assigned there are male. But women still have an important role, especially in education. Elizabeth Front lives in the town of Sanishare, where she teaches at local school and tutors this group of children after class.

One glimpse of the Terai shatters every last myth of Nepal as a country dominated by snow and ice-capped mountains. It is a flat, low plain, about 20 miles wide, stretching across the southern end of the country.

From September until mid-June, the land and everything on it bakes, and little can be grown. From April on, the temperature hits 114 degrees day after day. Then the monsoon comes. Through the summer months, the rains make rivers out of roadways and, at the same time, provide moisture for the year's crops.

Mike Gill, from Wayne, Pennsylvania, an agriculture extension Volunteer in the Terai, explains life there:

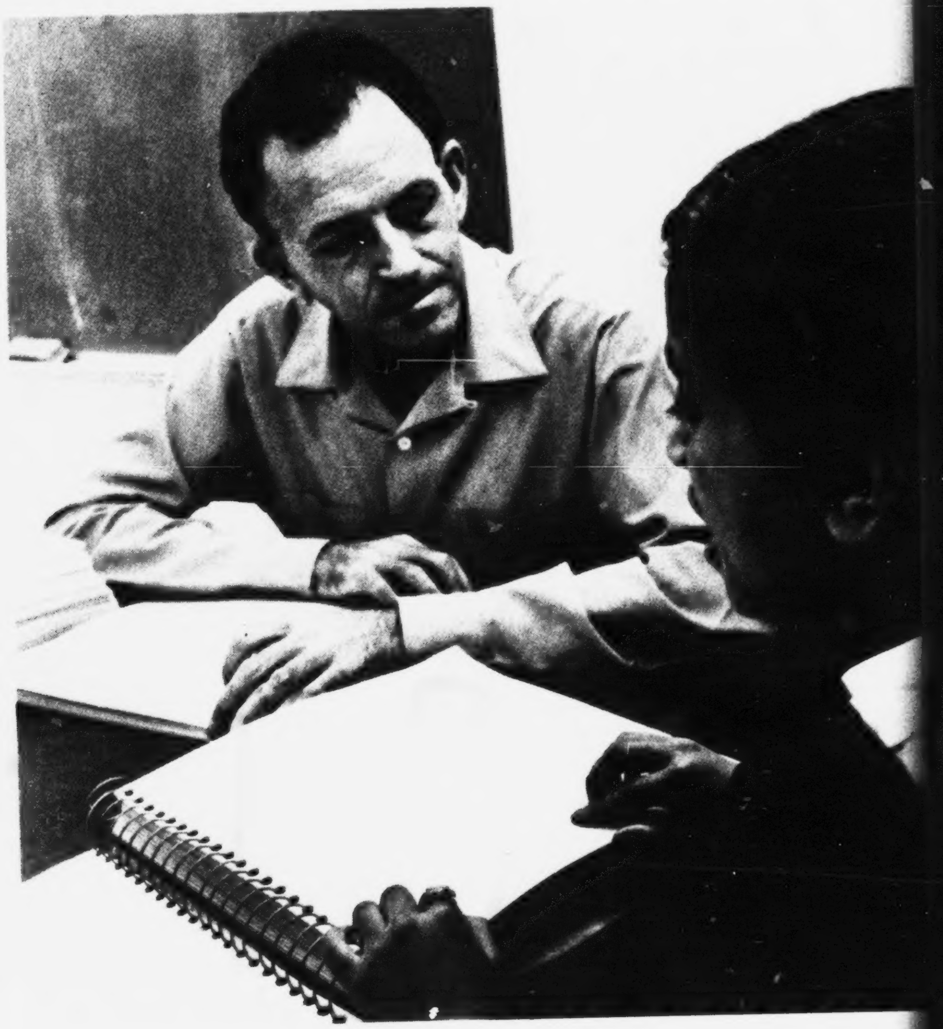
"Life is pretty simple; there aren't too many exciting things going on in my village. I've got a mango grove to shower in, nice groves to walk through. I didn't expect it to be as hellishly hot as it is, but aside from that, and the tasteless food, I like it.

One of Peace Corps' most promising projects in Nepal is a science teaching program that will eventually substitute the experiment and discovery method of instruction for rote learning in science classes. Peace Corps Volunteers were instrumental in teaching method to Nepali teachers and developing teaching materials. Douglas Hall supervises experiment in water displacement at Durbar School in Kathmandu, Nepal's capital.

The man at the bottom of the well is Volunteer Richard Rathbun. His regular job is agriculture extension in the village of Laxminia, but he can provide solutions to almost any kind of problem, such as pumping mud out of the community well to improve the taste of the water. At one point the pump clogged, and Rathbun had to climb down to find the trouble.

"Everybody here is a farmer, so everybody's interested in increasing his yields. If it is proved to a farmer that a new method will improve his crops, then he'll go ahead and try it if it's within his means. And when he is successful, his good fortune is appreciated by everybody, not just a few," Gill said.

Nepal's shortage of roads is perhaps an even greater problem than a shortage of food. With a land area about the size of Illinois, the country has only 600 miles of all-weather roads. Except for one road connecting Kathmandu with India to the south and another connecting the capital with Lhasa in Tibet,



At a school built by AID near Kathmandu, Volunteer Lloyd Stevens teaches blind students to read Braille. Blind himself, Stevens has helped the school expand its capacity to help handicapped pupils who otherwise would have no educational opportunity. After completing his two years of Volunteer service, Lloyd re-enrolled in Peace Corps, is now in his fourth year of service.

there simply are few practical year-round roads outside the Kathmandu Valley. For many years to come, the most adequate way between most points in Nepal will be by foot or by plane.

There are mostly grass landing strips, so the DC-3s of Royal Nepal Airlines Corporation can reach into the hills — when weather permits. But for most local people and Volunteers alike, trekking across the mountains is still the only form of transportation. But few regard the constant trekking as punishment: the beauty of the land is repayment for sweat-soaked shirts.

Volunteers are assigned to a government public works program that eventually will help open up the country for other forms of transportation. One of these Volunteers, Herb Koplowitz of Elmont, New York, is a prototypal Peace Corps "generalist," or liberal arts graduate turned specialist by Peace Corps training.

A mathematics and philosophy major at Cornell University, Koplowitz has now become a construction expert for the Peace Corps in Nepal. His job is to survey, design, make estimates for and, if need be, help in such projects as bridges, irrigation ditches and water tanks.

Koplowitz works in one of the most beautiful spots in Nepal. On a clear day — when it's not monsoon season — he opens his shutters to a spectacular view of Mt. Annapurna's two snow-capped peaks, rising 25,801 and 26,504 feet. Slightly to their left is Dhaulagiri, forever topped with ice and snow at 26,975 feet.

He is posted in the small provincial capital of Beni, which is four days' trek from Pokhara, which is in turn a half-hour plane ride from Kathmandu. Most of his projects are located in small villages surrounding Beni. When the rains do not force construction to shut down, Koplowitz spends much of his time on the trail visiting sites. Like other Volunteers, he always travels light: He takes only what fits into his back pack.

The construction projects are requested by village people. The district's rural public works agency, headquartered in Beni, gives funds for construction and an overseer for the project, usually Volunteer Koplowitz. In his first eight months in Nepal, Herb designed four bridges, estimated repairs on four more bridges and built five water tanks. And he talked with a lot of people.

"They're learning, perhaps, not about America, but about one American, and I'm learning about Nepal," he said.

"If you are like most Peace Corps Volunteers who say that material goods don't really matter, well, in Nepal you're without them, without electricity, without running water. And if there were running water I couldn't drink it without boiling it.

"And I just don't miss it," said Koplowitz. "This is a much simpler life; it's a better life."

Like all other Volunteers in Nepal, Koplowitz lives on an allowance of $45 per month. He is posted as far north as any Peace Corps Volunteer: The Tibetan border is 50 rugged miles due north. What would be an hour's drive on a good, straight road takes many days of hard trekking to cover.

As the land rises in the Himalayas, the population grows sparse. Only a few traders carrying salt and other goods to Tibet break the stillness of the mountain passes with their clanging mule bells. There are no permanent residents among the towering peaks unless one counts *Yeti*, the fabled abominable snowman.

Volunteer teachers in Nepal are spared much of the constant trekking that is part of the job of Volunteers in agriculture and rural public works. But they share their counterparts' fascination with the land and its people, and their virtually unlimited opportunities to put individual ingenuity to work on problems.

For example, while helping to ease a critical teacher shortage, the Volunteers have also helped Nepalis initiate dramatic changes in the teaching and learning process.

Nepali science specialist Bhairab Prasad Upadhyaya and Volunteer Chris Jeffers developed a method of science-teaching that was entirely new in Nepal — learning scientific theory by experiment and discovery. In the past, scientific principles and processes had always been taught by rote.

The new method, dubbed Science Teaching Enrichment Programme, is now becoming known throughout Nepal as STEP. UNICEF News recently described it this way:

"STEP's first year was a signal success. The Nepalese teachers who were to teach the first STEP classes took a special two-month training course. . . . They learned how to run group-participation rather than lecture classes. They were shown how to fabricate simple lab equipment from materials available in the local bazaar.

"Then, armed with a complete set of lesson guides, they returned to their schools to launch the new classes. . . . From the very first day when the children were given cardboard boxes containing different objects and challenged to guess what was inside each box from the way the object rolled around and sounded — the new method of science teaching caught on with the pupils.

"By the end of the year they were growing biological cultures in jelly glasses, investigating the properties of light, heat and sound and tracing the neural paths in a goat's brain. Science was something they participated in, not just something they learned about."

George Zeidenstein, Peace Corps Director in Nepal for three years: "Relationships with the Volunteers have been rewarding. Relationships with the Nepalis have been nothing short of beautiful."

As growing numbers of Nepali teachers take the two-month STEP training course run by Volunteers, the number of children reached by STEP increases. In 1965, 440 youngsters were in STEP science classes. In 1967, there were 1200.

This is astounding progress, given the communications problems that are part of Nepali life. Even the most simple equipment must be carried on a man's back to schools in the hills. Education officials must allow two months for new lesson materials to reach remote schools.

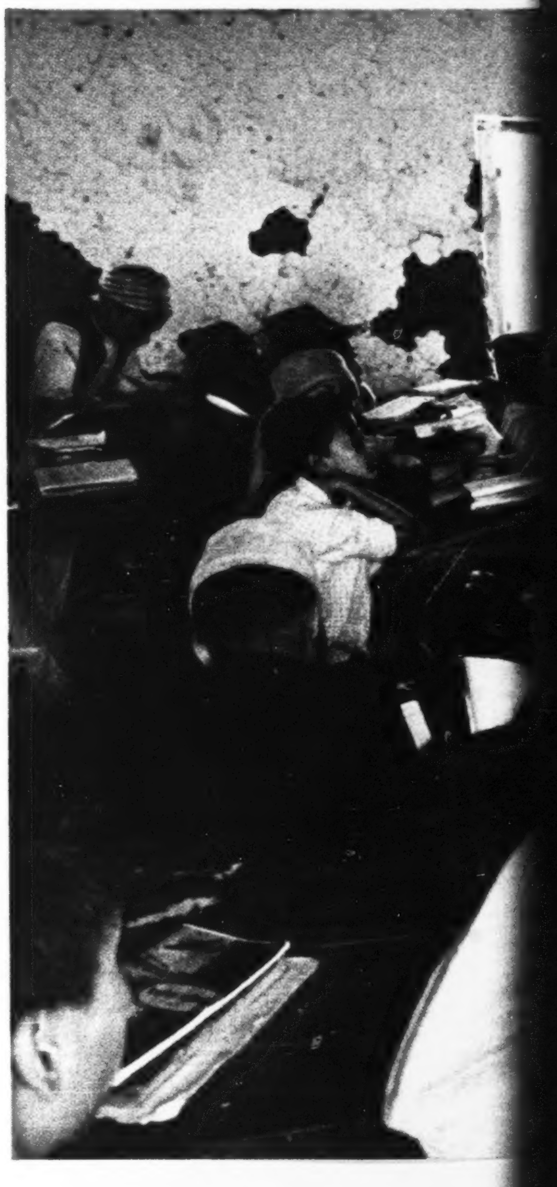
In spite of these problems, STEP has expanded from five to eleven schools, and there are plans to add nine more schools soon. In little more than two years, the project has developed from a tentative experiment to a regular part of the science curriculum. It eventually will be used in every school in the country.

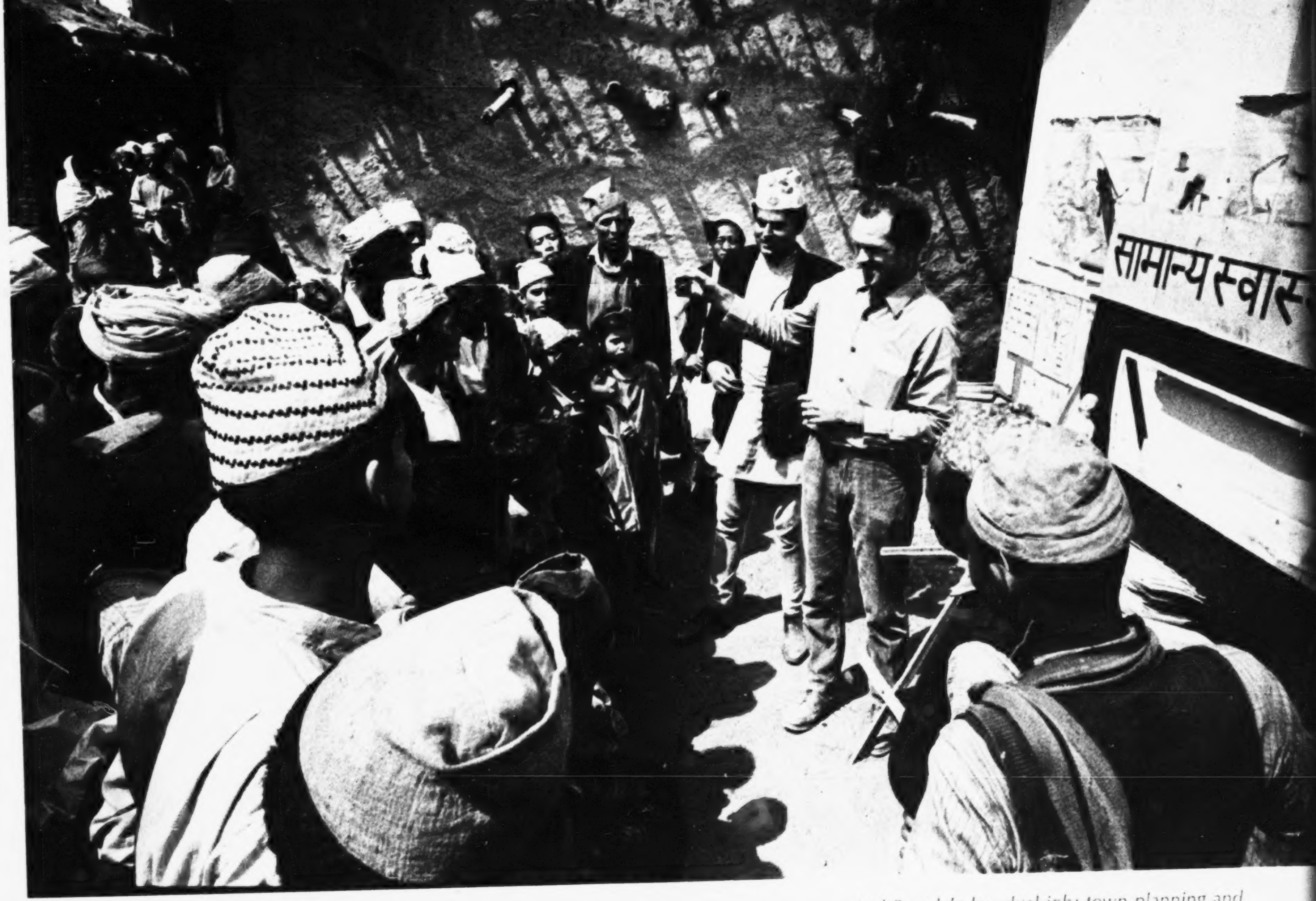
Another promising Peace Corps innovation is a "new" type of mathematics teaching, which was introduced by Volunteers Mel Goldman and John Rice. Basically, it involves applying the STEP philosophy of science education to math.

"In Nepal there is often very little relation between what a student is taught and what he will need in life," Goldman said. "The youngsters often can't perform basic problems in addition and subtraction. We gave a test, and the average number correct was 6 out of 20 — only 30 per cent."

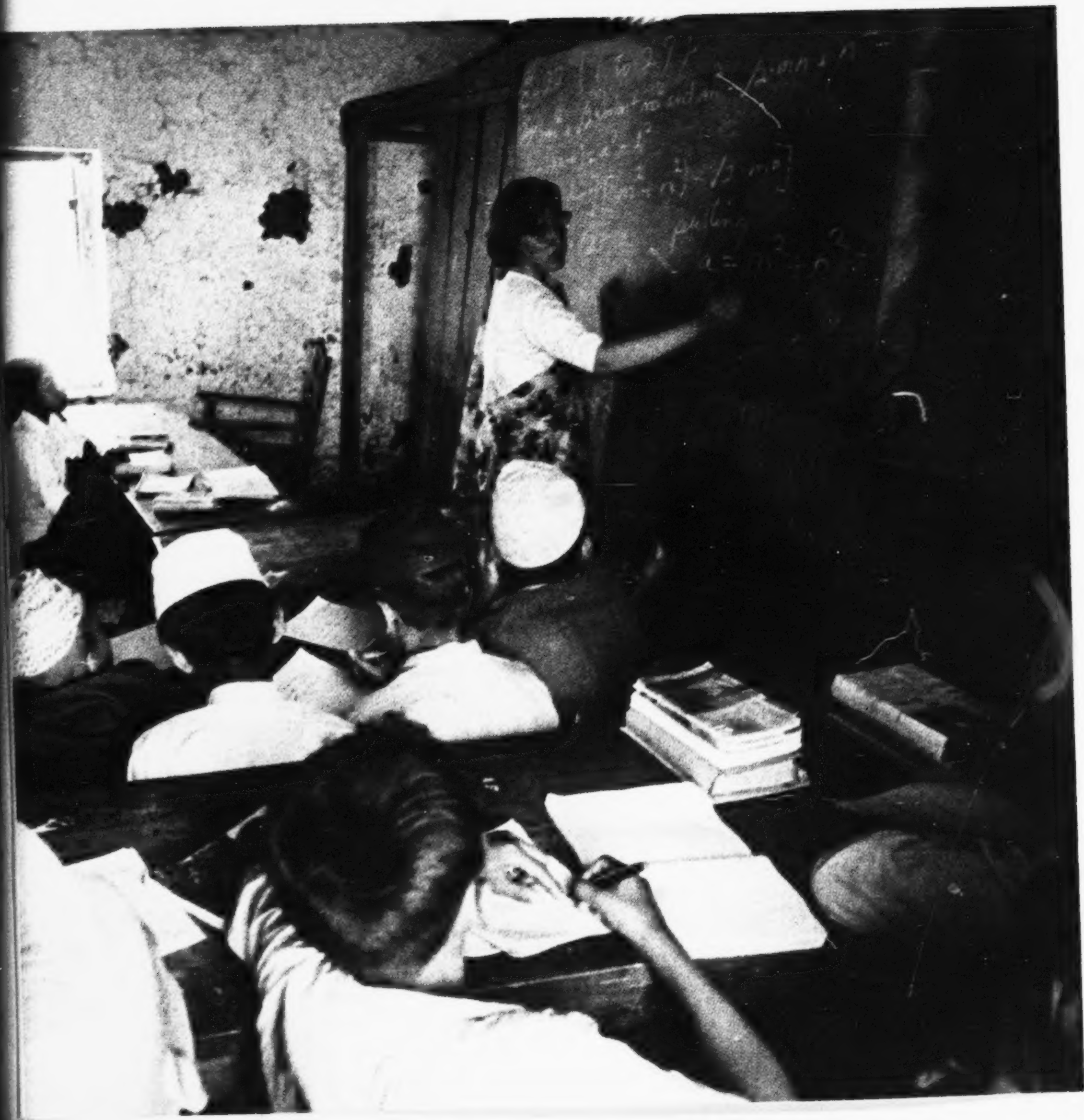
Forming a committee with Nepali education officials and an AID advisor, Rice and Goldman set to work on a new teaching manual.

Education is the job of 50 Volunteers in the Nepal program. Lois Phillips teaches English and algebra in elementary school in Ilam, Nepal.





Tod Ragsdale has dual job: town planning and health work. Here he operates public health session, gathering a crowd in the town bazaar for lecture and demonstration. Behind Tod is Mitra Lal Upadshyaza, learning the routine so he can take over when Tod completes Volunteer service.



Teachers traveled into Kathmandu from hill schools to take a training course in the new methods. In the meantime, Nepalis, AID staff and Volunteers worked full-time to prepare lesson plans.

Gajendra Man Shrestha has been Mel Goldman's Nepali counterpart worker throughout development of the mathematics program. An excellent example of the partnership maintained between Volunteers and their hosts throughout the country lies in the working relationship between these two men.

Shrestha helped plan the math project from the beginning, and he joined Goldman in the classroom as the two young teachers put their theories to the first test.

Just as Shrestha is Mel Goldman's counterpart, most other Volunteers in Nepal work closely with Nepalis

David O'Connor teaches both English and agriculture at a school in the town of Karfolk. He helps Nepali teachers with English during class breaks.

who share the same work, living conditions, job problems and satisfaction for tasks done well.

In the agriculture program, for example, two "junior technical assistants" work side by side: one is a Peace Corps Volunteer, the other a Nepali whose agriculture extension work is his lifetime career. In the public works program, Volunteers and Nepali district overseers take equal responsibility for shaping designs of wells, bridges and water systems, on the drawing boards as well as in the field.

George Zeidenstein, Peace Corps director in Nepal from 1965 until 1968, played a vital role in developing the Volunteer program there. He believes the integration of Volunteers into Nepal's development plans is the result of a conscious effort by Peace Corps staff members to encourage Nepalis to take a lion's share of the responsibility for planning and overseeing Volunteer activities.

Accordingly, Volunteer assignments are closely coordinated with the priorities established by Nepal's Five-Year Plan for 1965-70. Volunteers are supervised on the job by Nepalis, and they work alongside Nepali counterparts. They are assigned to villages only after careful site checks by Nepali officials and Peace Corps staff, and after firm assurance from Nepali villagers that the Volunteers will be welcome.

Bruce Morgan, the man who succeeded George Zeidenstein as country director in Nepal, agrees that partnership is the key to a good Peace Corps program in Nepal.

"We see more people, particularly the senior officials in the ministries, who have a very real appreciation of what the Volunteer can and can't do, what his unique value is and what it isn't," said Morgan. "Zeidenstein encouraged this from the time he first came here. He wanted the government of Nepal to play a greater part in what we were doing. He didn't want us to simply go over to the ministry with papers and have the government rubber-stamp them.

"And this effort paid off. They're taking an active role in decisions, wanting to know how this Volunteer is doing and why he isn't doing better. The Nepalis care a lot. They care because they have seen Volunteers in education for five years, in rural construction for five years and in agriculture for two years. They know what the Volunteers can do."

Now 39, George Zeidenstein came to the Peace Corps from the Wall Street law firm of Spear and Hill, where he was a partner. He is a small, intense man who brought administrative skill to his job as well as a sensitivity that deepened during the experience of working and living in Nepal.

As he was preparing to return to the United States to direct a multi-million dollar urban renewal project in New York City, Zeidenstein talked about the personal meaning of his three years with the Peace Corps: "For me this has probably been the most important growing period of my life.

"Relationships with the Volunteers have been extremely rewarding. Relationships with the Nepalis have been nothing short of beautiful. Probably my second best friend in all the world is a Nepali. He's a guy I'll never forget and, one way or another, I'm going to see him again from time to time."

Zeidenstein contends that the bare-bones existence Volunteers share with Nepalis in rural villages presents no problems.

"Our experiences show that Volunteers just don't give a damn where they live or what they eat," he said. "Sure, if you invite them in and give them a good meal at the Ambassador's they will eat everything in sight," he said, referring to the hospitality toward Volunteers by American Ambassador Carol

Laise.

"But they'll go for months and months on just *dal bhat* (rice with lentil sauce), and if their jobs are good and their relationships in the community are good, they're perfectly happy."

But being a successful Volunteer takes more than happiness. "We're wary about building too much structure into the Volunteer's job. The great talent of the Peace Corps Volunteer is only visible when he gets a little room to swing," Zeidenstein said. "You've got to give him a real job, but you've also got to give him freedom to improvise on that job."

One Volunteer who moves freely in and around his assigned task is Rich Rathbun, an agricultural extension worker in the small Terai village of Laxminia.

Rathbun, a graduate architect from Stanford University, arrived at his post during the height of the monsoon rains. His first view of the village was from atop an elephant belonging to a neighboring village headman.

To his inexperienced eye, Laxminia first looked like any of hundreds of other Terai villages. Square huts of mud and straw roofs cluster closely together, two village wells, a small shop that sells cigarettes, kerosene and flour and a mill to grind rice and wheat. Beyond the village lie the fields where water buffalo pull simple wooden plows and splash in the river when the day's work is done.

Rathbun's special good fortune is to have community leaders as close friends. They are his Nepali coworker in agriculture and the *pradhan panch*, or village headman.

"The headman is very progressive. I mean, he'll really stick his neck out," said Rathbun. "We will be sitting around and he'll actually suggest to other farmers that they grow the same thing he is trying and so, through him, I guess I am influencing eight or nine farmers."

Thanks to Rathbun and his Nepali counterpart, several farmers now use new improved rice seeds, and others are using fertilizer and irrigation systems for the first time. Two or three have planted a third crop through the use of irrigation.

"We grew 40 tons of wheat last year, and this is only the second year in Laxminia's history that any sort of wheat has been grown. And next year, I would make a rash guess that the yield is going to be tripled," he said.

Rathbun has also made other changes — one of them almost by accident.

"As you know, we use a couple of drops of iodine to purify the water," he said. "Well, I usually eat with the *pradhan panch* at his house. I always took my iodine along, and I told them that it made the water pure and that our doctor said it could arrest goiters.

"Now, the tribe here, the Tharu, is very prone to goiter. My *pradhan panch* took all this in. When I went on a vacation, I happened to leave my iodine bottle at his house. While I was gone he gave some iodine to people with goiters, and in just a couple of weeks the goiters had disappeared.

"When I got back people came to me and said, 'Give us some iodine, please.' I went into town and got a bottle and sold it for the same price to the shop keeper, and now he sells it all the time. It's really working," Rathbun said.

He is constantly involved in projects outside his job in agriculture extension. His room serves as a daily meeting place for a number of villagers. Morning tea at Rathbun's is developing into such a tradition that he is worried about making room for everybody who wants to come in.

Recently conversation turned to the muddy quality of water from the village well. Rathbun pointed out that there was a water pump in the village. Why not pump the well dry, clean it out and spread new sand on the bottom?

Rathbun himself climbed down into the well and discovered that the pump couldn't handle all the mud that had accumulated. But some of the muck was pumped out, sand was pumped in and now the water is much cleaner.

To make certain that Volunteers operate from a solid base, the staff in Nepal employs two specialists: Kansan James Grider, a former vocational agriculture teacher who is a one-man technical bureau, and Eileen Scott, a linguist who was born in Great Britain and is now a U.S. citizen.

"We're supporting the Volunteers not only in a direct way, but more strongly in an indirect way," Grider said. "When I am visiting, I keep in touch with the Volunteer, but I

Key member of the Peace Corps staff in Nepal is agricultural expert James Grider. His job is to advise Volunteers working in agriculture extension, as well as to build smooth working relationships with Nepali extension agents.

also visit the Nepali agricultural officer. I ask, 'How can I help you? How can we improve our training so that the Volunteers can do their jobs better?' "

Before Volunteers come to Nepal, they are given intensive training in the national language, Nepali. Some Volunteers will speak only Nepali in their assignments overseas. But others, posted in villages in the hills or the Terai, will never use Nepali unless they are visiting in a town. These Volunteers must learn an additional language when they arrive in the country.

Eileen Scott says: "The languages in rural areas include Maithili, Bhojpuri and Hindi. And there are different dialects within these groups. The closer you get to Bengal, for instance, the more Maithili goes into Bengali. But they are all related. They're often mixtures."

The constant training overseas pays off. Volunteers who use the Nepali language consistently score well on the Foreign Service Institute (FSI) tests given before and after their tours of duty. On a rating scale of 0 to 5 — with 5 denoting full fluency — Nepali Volunteers regularly score from 3 to 3.5. (There are no FSI tests for most local languages spoken by Volunteers in Nepal.)

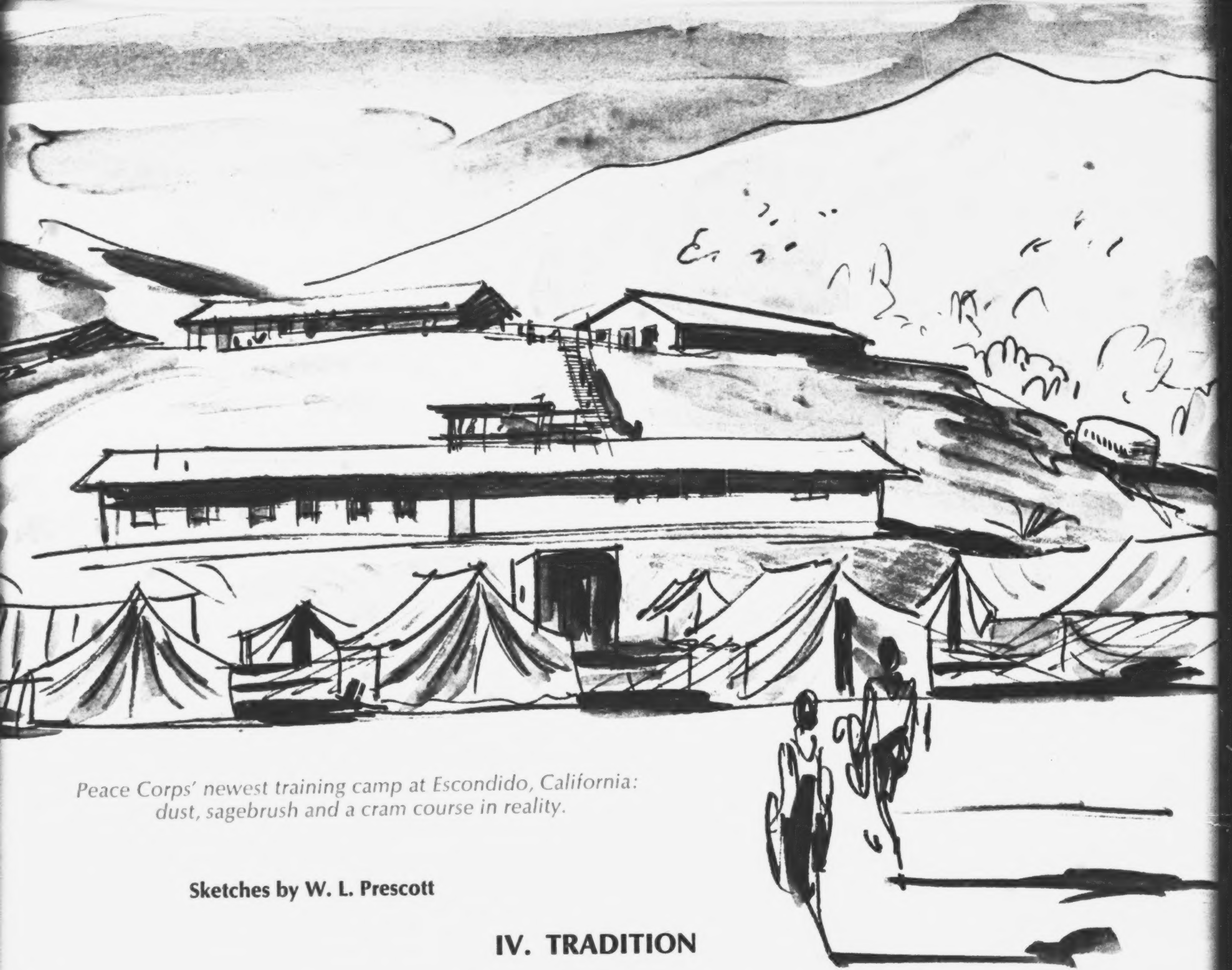
Mark Fritzler, a Volunteer stationed in the hills, explained the importance of these efforts to communicate: "The villagers can visualize America a little better now because I'm here. They can understand us as human beings. We aren't tourists; I live here. They ask me what my family life is like, what kind of work I do, the kind of day I have in the States. And I describe my farm life, for example. They can picture it. They have a concept of an American as a human being. They've discovered that, after all, our human needs are not so different from theirs."

Perhaps the most notable example of the Peace Corps' ability to communicate is the trust it has won from Nepal's government. In a country whose history has been shaped by suspicion of the outside world — and, until less than 20 years ago, self-imposed isolation from the world — it is remarkable that the Nepalis, in their efforts to improve life in rural areas, have sent dozens of Volunteers to live in close, day-to-day contact with the rural people. Every Nepali invitation to the Peace Corps has represented an extraordinary act of confidence on the part of people who must have pondered long and hard whether they were not, in fact, inviting Westerners to meddle in their domestic affairs.

There is still another factor at work in the Peace Corps' partnership with Nepal. As one Volunteer put it, "This is a turned-on country." What he meant is that spiritual exaltation — the ultimate reward Volunteers want from the Peace Corps — is, in this happy land, part of the climate.

One Peace Corps staff member made the same point in another way, as he described how good people, good programming and good luck have all dovetailed neatly in Nepal. "There is," said Regional Representative Jerry Sternin, "a lot of love in this operation."

As overseer on road construction project, Peter Breitenbach of San Diego has to keep books showing where the money goes. With a B.A. in psychology, Breitenbach is another example of "generalist" made construction "specialist" by Peace Corps training.



Peace Corps' newest training camp at Escondido, California: dust, sagebrush and a cram course in reality.

Sketches by W. L. Prescott

IV. TRADITION

Training Gets Cool

No part of the Peace Corps has undergone more radical change in the past seven years than its training program. The following is an explanation of how and why.

The young man stood in the bright Hawaiian sun, squinting against the mid-morning light. "Training is like teaching a non-swimmer," he said, pondering his brief exposure to Peace Corps training. "You can tell him all about how to swim, but until he gets in the water he won't know whether he can do it."

Such uncertainty always has been a haunting presence in Peace Corps training, but it is mitigated today by one fact: The Peace Corps, as teacher, knows what the water's like. In Marshall McLuhan's terms, Peace Corps training has left the "hot" medium of formal classroom learning for the "cool" medium of living experience.

It has taken trainees out of the classroom and put them in the streets — and into the schools and homes and farms and fields of the very people they will serve as Volunteers. It knows now the value of language, and has vastly improved the methods of teaching it. It knows what life for a Volunteer really is like, and no longer caters to myth and conjecture.

In early Peace Corps days, training basically was a cram course in stored-up knowledge — on history and politics, sociology and anthropology, language, American history and values, and a little psychology. "We put the trainee in a classroom of precisely the kind most had just escaped from," says a veteran training officer.

The Peace Corps used colleges and universities as training sites

The Escondido camp's cantina features beer and bull sessions in the shade.

because it figured that was where the expertise should be. Unfortunately, nobody knew what a Volunteer's life would be like, so they had little idea how to prepare him for it. Besides, the experts often had accumulated their information years before, so much of it was out of date or irrelevant to the Volunteer's assignment.

Trainees being prepared for Venezuela were advised to bring a two-year supply of Dial soap and stainless steel razor blades, commodities they discovered later were available almost everywhere in their host country. An anthropologist who had spent a year in Peru lectured some trainees on the Andean Indians. But the trainees were going to Venezuela, whose Indian population not only is vastly different, but almost negligible.

That many Volunteers were poorly prepared quickly became apparent overseas. Notes one host country official: "The Peace Corps Volunteers learned *about* a country, but not how to live *in* a country."

Part of the problem was uncertainty as to just what education is all about. "The philosophy of the Peace Corps then was to separate the men from the boys," says an educator closely associated with the agency. "It was a testing experience, not a learning experience."

"Outward Bound" was the epitome of the emphasis on rugged training, vividly recalled by one Volunteer as "trainees trying to swim in the pool with their hands or feet tied, small groups dragging in during the late afternoon after hiking through the mountains with out-of-date maps to guide them, soaked and shaking from the cold after four hours of unrelenting tropical rain. . . ."

"Now," says an agency official, "we know that the trainee cares greatly about surviving with people as well as in places."

This approach reflects growing Peace Corps maturity as well as recognition in the American classroom of the primacy of direct initiation into the ways of a mercurial world. Training takes its cues from the lives of Volunteers; education is beginning to emphasize experiential learning.

In Peace Corps training, traditional classroom work has been sharply limited. Seminars are preferred instead. Citizens of the country to which the trainees are assigned participate actively in the training program, usually as language teachers. Returned Volunteers are used, too.

The change in philosophy also dictated a change of scene, and the Peace Corps began to move off-campus. It was not a total divorce, however. Instead of scattering training programs among many schools, the Peace Corps initiated long-range relationships with a few, which have proved beneficial to both parties.

Montana State University at Boze-

Dress is casual — like weekends on a far-out campus.

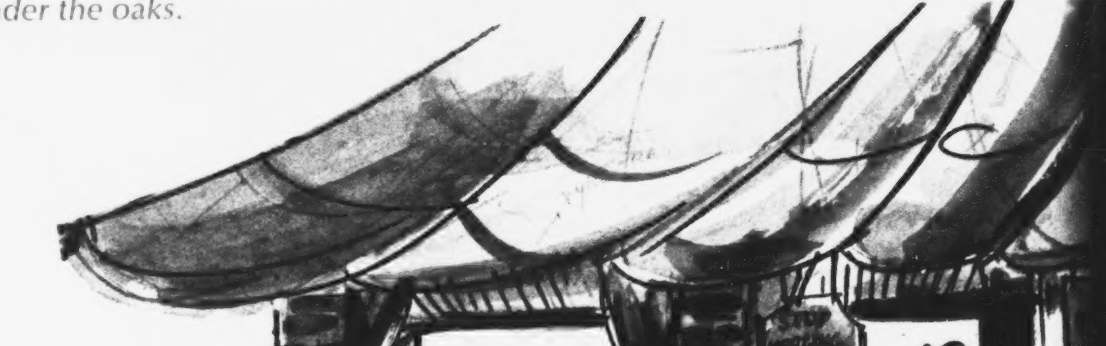
Pavilions for language classes are blue mushrooms sprouting under the oaks.

man, for example, has trained Volunteers for Ecuador since the Peace Corps began. This stimulated Montana State, says a Peace Corps official, to gain "expertise in Ecuadorian affairs and strengthen its graduate programs with returning Volunteers."

The Peace Corps move away from campuses was also an outgrowth of an increasing desire within American society, especially its youth, for social action as an integral part of the educative process. At the same time, the Peace Corps realized that Volunteers are better prepared for cross-cultural confrontation overseas when they are first given a taste of it at home, in such unfamiliar locales as city slums, migrant labor camps, rural poverty areas or Indian reservations.

The Peace Corps also established its own training centers. Two camps were set up in Puerto Rico in the early years, rustic sites isolated in a rain forest halfway up a stunningly beautiful mountainside. Now there are four more centers: two in the Virgin Islands, one at Escondido, Calif., and one in Micronesia.

The goal of the centers is two-



Instructor and trainee 'wing' it head to head in an outdoor session.

Assignment: Go to Mexicali for four days, find a place to live, learn about your neighborhood. One trainee started a mini-school.

fold: to give the Peace Corps greater control over training and to provide trainees with direct confrontation with strange new worlds. In Puerto Rico, for example, groups in training frequently are sent around the island on field trips, at first for weekends and then on longer excursions. From the Virgin Islands camps, they fan out across the Caribbean — always to live and work with people in their own communities.

This is a far cry from early attempts at "field trips." A Venezuela YMCA group training at a Massachusetts college went to the local Y's pool one day to learn how to regulate the quantity of chlorine. "In Venezuela," one Volunteer said later, "I felt fortunate to have a basketball. A pool was beyond my wildest dream."

The Micronesia training site illustrates the logical extension of the quest for realism: training overseas. By 1968, 35 per cent of all trainees were receiving part or all of their training in their host countries.

The advantages of on-the-spot training are myriad. For example, in many Latin American countries trainees for rural community development projects have surveyed, analyzed and selected the sites they would work in.

A group of teachers assigned to Ghana in the summer of 1967 trained entirely in that country, mixing language and cross-cultural studies with practice teaching for five weeks, living with local families and spending free time in various activities designed to develop a greater knowledge of Ghanaian society.

This program illustrates the potential benefits of in-country training. The trainee is placed in a situation where he must face people and customs he will live with. He learns how to get along with people who will be his associates and superiors. He eats local food, attends meetings, plays with the children and spends his evening in a routine that will become a way of life.

"They are taking a harder look at themselves than they have ever done in their lives," noted one Peace Corps official. "They have to come to grips and face reality. They are stripped of any artificial props

Turned loose at Tijuana and told to get to Mexicali and back by yourself. Some did it economy class across Baja California.

Cardboard shacks of squatters are introduction to poverty for most trainees.

or scheduling. They have to stand alone. They have to make decisions. They have to have some confidence. It is an experience geared to the role of the Volunteer—what he is in reality."

The effect of in-country training on the individual was described by one of the Ghanaian trainees in a discussion of language: "You are able to put it into context and learn the pattern of the languages; you learn language and customs together; you learn how the language influences other behavior."

From an almost cursory approach to language in the beginning, the Peace Corps now provides about 300 hours of instruction during training, occasionally as much as

Across the colonias, self-conscious gringos questioned, listened, learned some facts of barrio life.

After each field trip, furious scribbling in log books.

400 hours. It teaches more than 150 languages. Teachers usually are citizens of the host country.

Some colleges and universities have adapted the Peace Corps approach to their own language teaching. At Dartmouth, for example, the school is introducing intensive French and Spanish courses with 14 hours of class work a week, enabling students to complete their language requirements in no more than two trimesters. This is an adaptation of the high-intensity method the Peace Corps has found most effective, in which trainees are given a month of solid language learning, eight hours a day for six days a week.

The success of this approach is demonstrated by a study made for Harvard University by the Educational Testing Service of Princeton, N.J. The study compared the level of oral proficiency reached by trainees in several high-intensity programs with that of a group of college language majors. Of 2,784 seniors tested, 2,604 had an average listening and speaking ability in French and Spanish comparable to the language skills the trainees had acquired in just four weeks.

Another early training problem involved the talents trainees brought with them: Few had any skills the Peace Corps could use. Most trainees, it developed, were not technicians but recent college graduates who had majored in liberal arts. Like the maligned philosophy major, what else could they do besides sell shoes?

Quite a bit, the Peace Corps soon found out. They did not know how to shear sheep or test for tuberculosis when they began training, but they quickly learned. Besides, they were generally intelligent, imaginative, conscientious and flexible, qualities less easily taught than the ABCs of poultry farming.

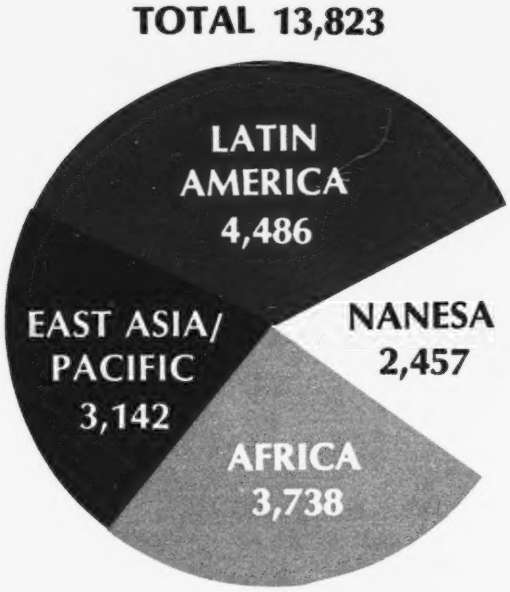
With the right teachers and the right circumstances, the Peace Corps believes, there are few skills that can *not* be taught to these "generalists." It has gotten skill training for the liberal arts graduate down to a science. For example, enough surveying and drafting to enable the layman to work effectively overseas can be learned in 150-200 hours. It takes from 100 to 150 hours to learn basic carpentry, sheet-metal construction, roofing and cement and concrete work. These and dozens of other skill-training components are neatly programmed into training sessions.

Finally, all parts of training have one ultimate objective: to start the process of learning. For the Peace Corps, even language and skill instruction are not so much courses of study with defined ends as they are guides to how much still needs to be learned.

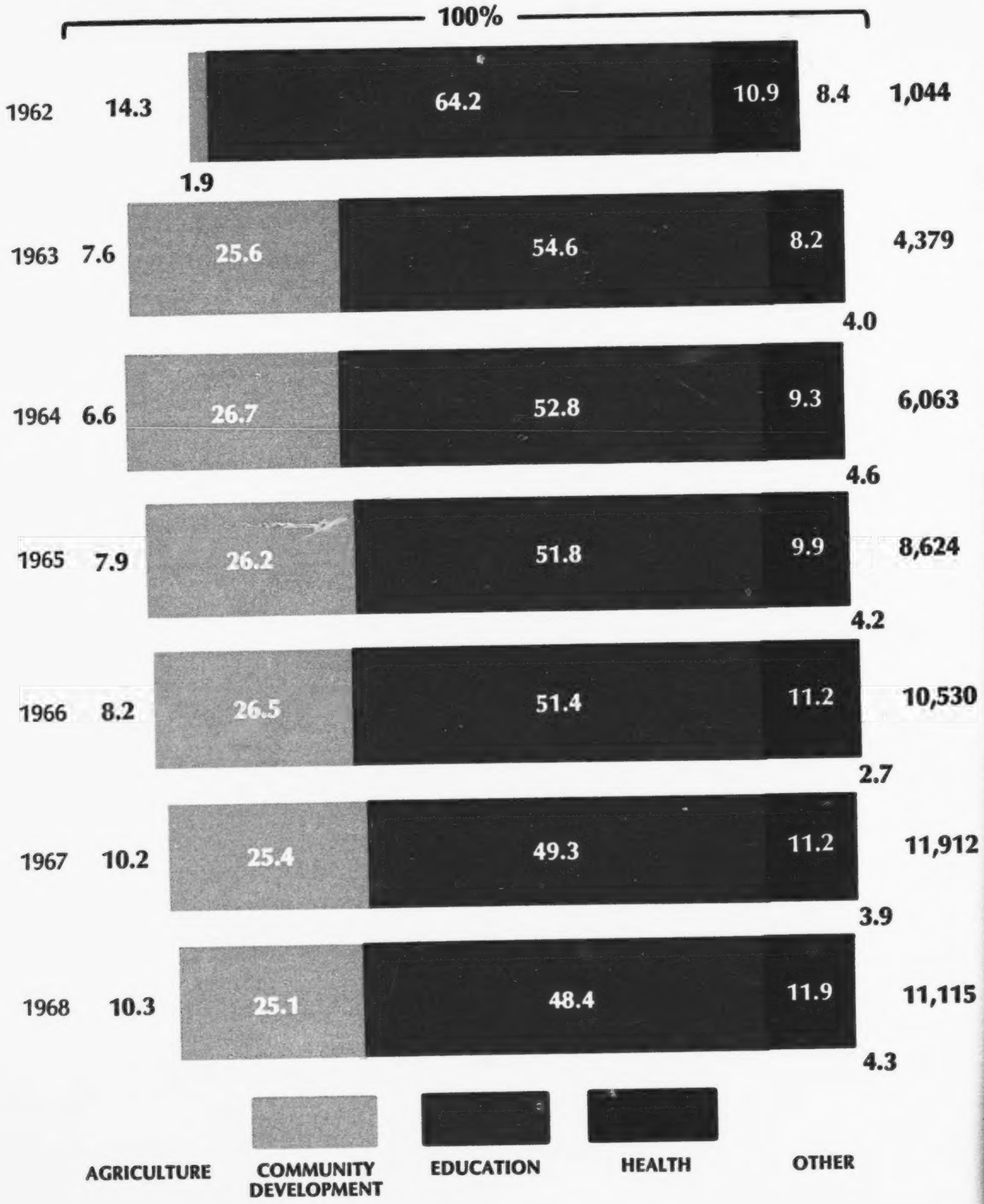
Footlockers with far addresses,
each for a trainee ready to ship out.

V. PEACE CORPS STATISTICAL SUMMARY

In its seventh year, the Peace Corps continued to expand its sphere of operations. By June 30, 1968, there were 11,115 Volunteers at work in 57 nations and another 2,708 in training. This was an increase of seven countries over 1967. The charts and maps on this and the following pages statistically portray the agency — the people, jobs and operating costs.

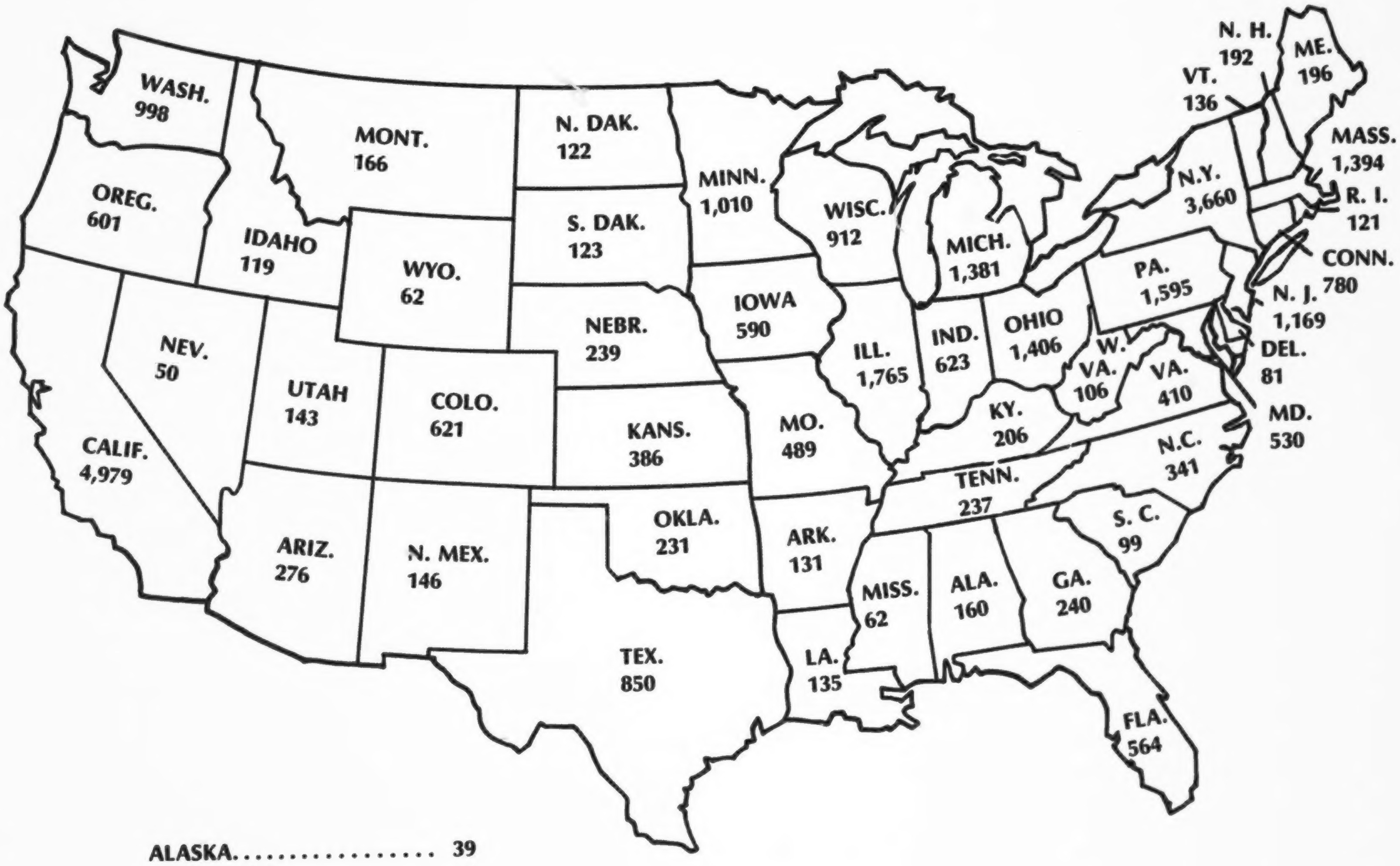


WHERE THEY ARE is shown in pie chart above, which includes both Volunteers overseas and trainees for all four regional areas. Latin America and Africa have always had the largest concentrations of Peace Corps Volunteers.



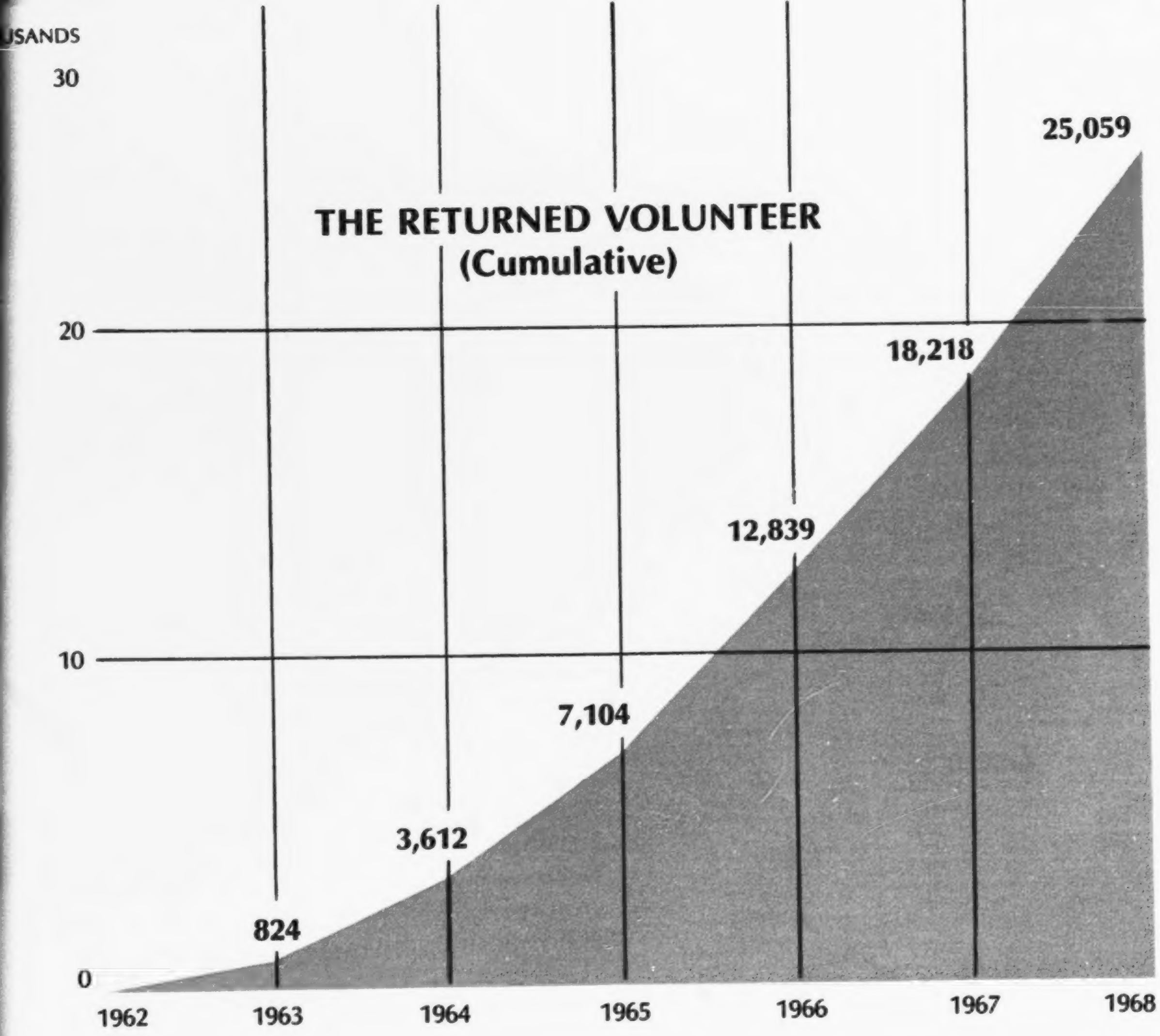
JOBS PERFORMED by Volunteers in the field are charted at right. The division of assignments remained fairly constant over the past two years, with most Volunteers engaged in education.

The average Peace Corps Volunteer in 1968 was male (65.1 per cent), 24.2-years-old (with 113 over 50) and had a college education (96.8 per cent attended college; 84.4 per cent had a degree). The percentage of married Volunteers continued to increase: 22 per cent, or 3,048, of all Volunteers were married.

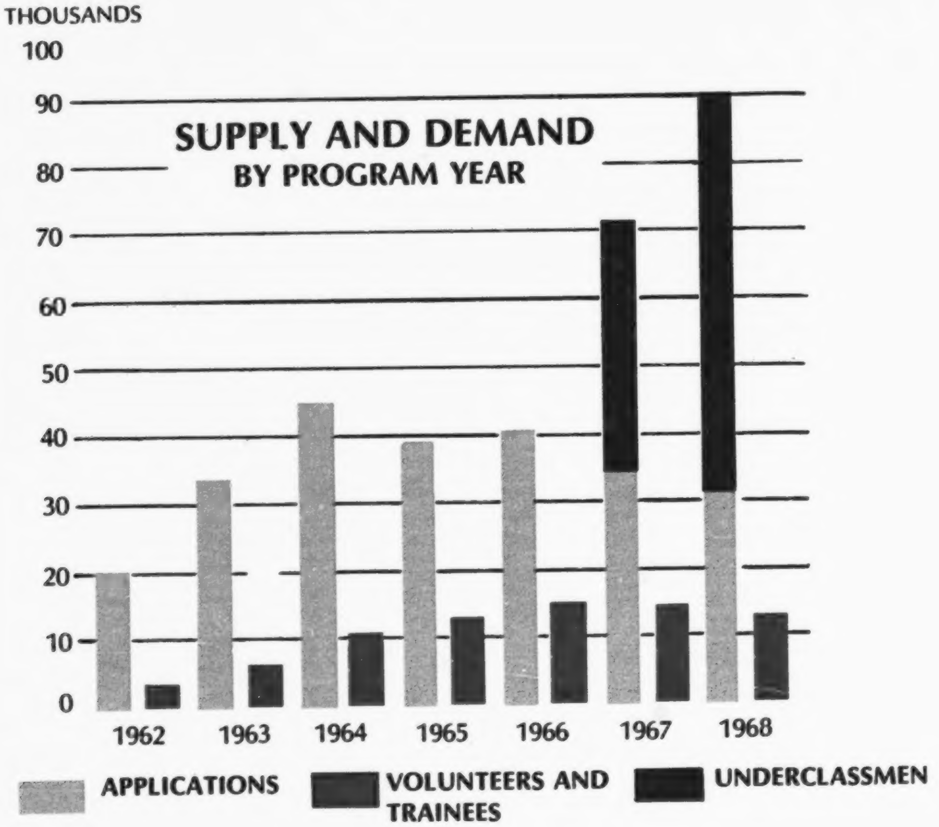


ALASKA	39
CANAL ZONE	1
DISTRICT OF COLUMBIA	208
GUAM	1
HAWAII	140
PUERTO RICO	62
VIRGIN ISLANDS	3

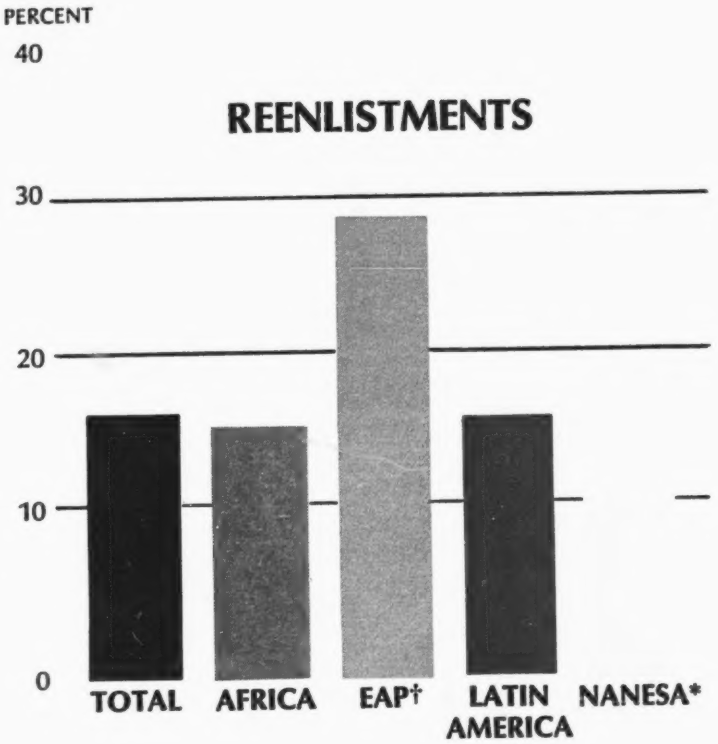
POINT OF ORIGIN for Volunteers remained concentrated in the West where 13 states with only 15% of the country's population have contributed 25% of all trainees, Volunteers and returned Volunteers since 1961. California leads the list with 4,979. Washington is first in per capita ranking, followed by Vermont, Colorado and Oregon. Half of the top ten university contributors are in the West: University of California at Berkeley, University of Washington, UCLA, Stanford and Colorado. (San Francisco State and San Jose State are 11 and 12.) Other top ten Peace Corps schools are the universities of Wisconsin, Michigan, Minnesota, Illinois and Harvard.



IN THE SUMMER OF 1968, the 25,000th Volunteer returned to this country, a figure more than double the number overseas at the time. One-third of those who return go back to school, mainly for an advanced degree. Of those who go to work, about a third teach, primarily in the hard-to-staff ghetto schools. Many others go into some form of public service work, including agencies with the Federal, state and local governments.

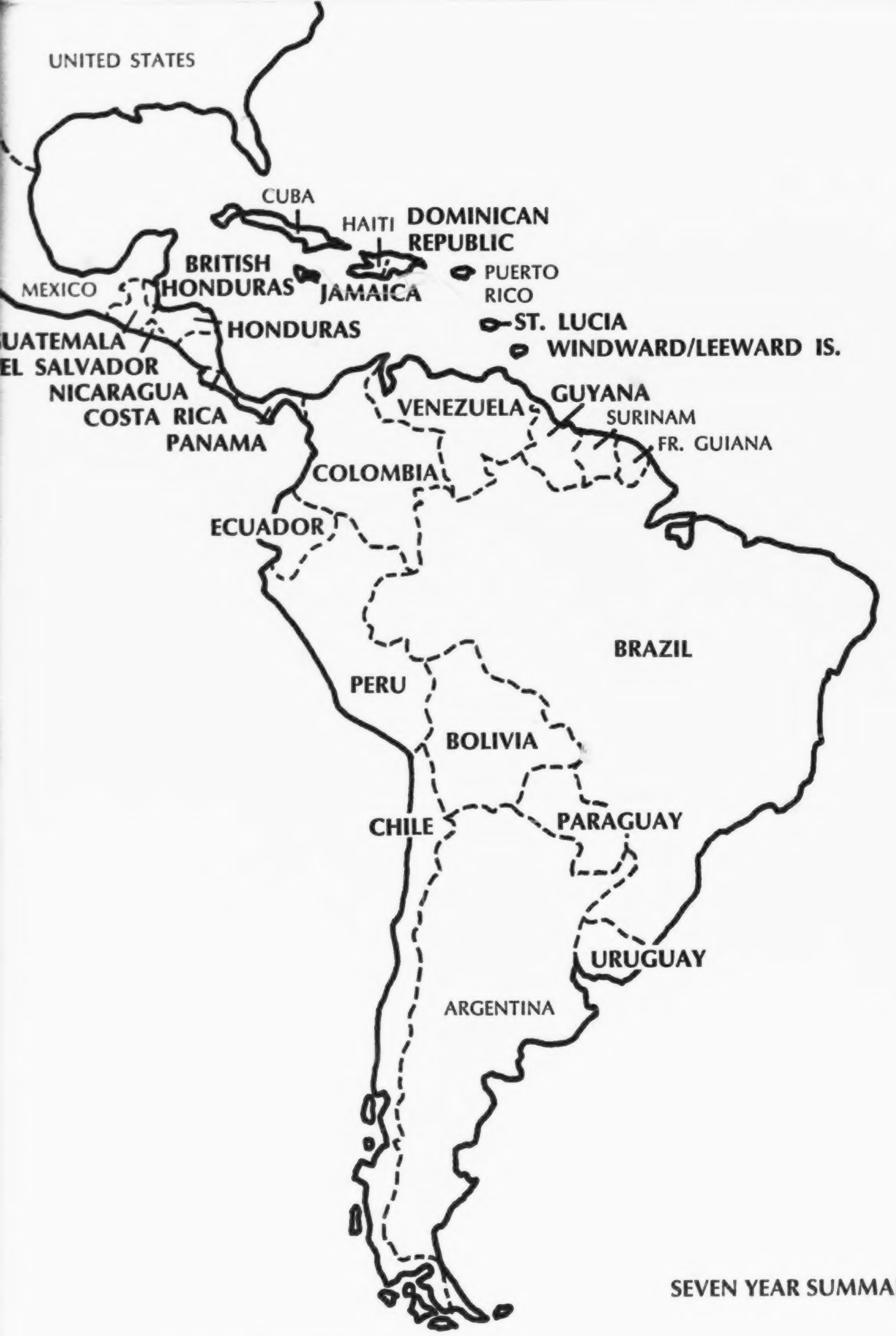


MORE THAN 250,000 Americans have applied to the Peace Corps since 1961. How many have become Volunteers is charted at left. Fewer than one in five is selected for training; three-fourths of those who enter training go overseas. The Peace Corps now distinguishes between applications from college seniors and graduate students (those most likely to be accepted during the current year) and underclassmen, who would be available only in the future. Of 31,111 applicants in 1968, 21,437 were college seniors. Another 59,192 underclassmen expressed interest in joining, a record number. In 1967, 21,332 applicants were immediately available, and only 36,000 underclassmen expressed interest.



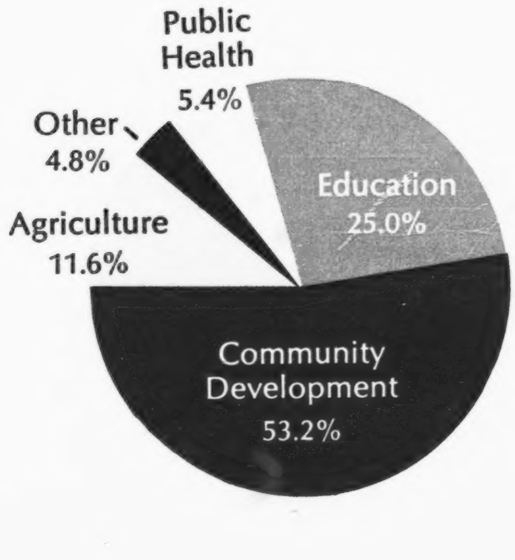
EXTENSION OF SERVICE is becoming a common indicator of the dedication of Volunteers to their work. Since 1961, a total of 3,004 Volunteers have extended their tours or re-enrolled for a full two years. This is about one of every six who had served through June 30, 1968. Nearly 30% of those who have served in East Asia/Pacific have stayed on, usually to complete a school year or finish a project, the highest total of any region.

*North Africa, Near East and South Asia
†East Asia, Pacific



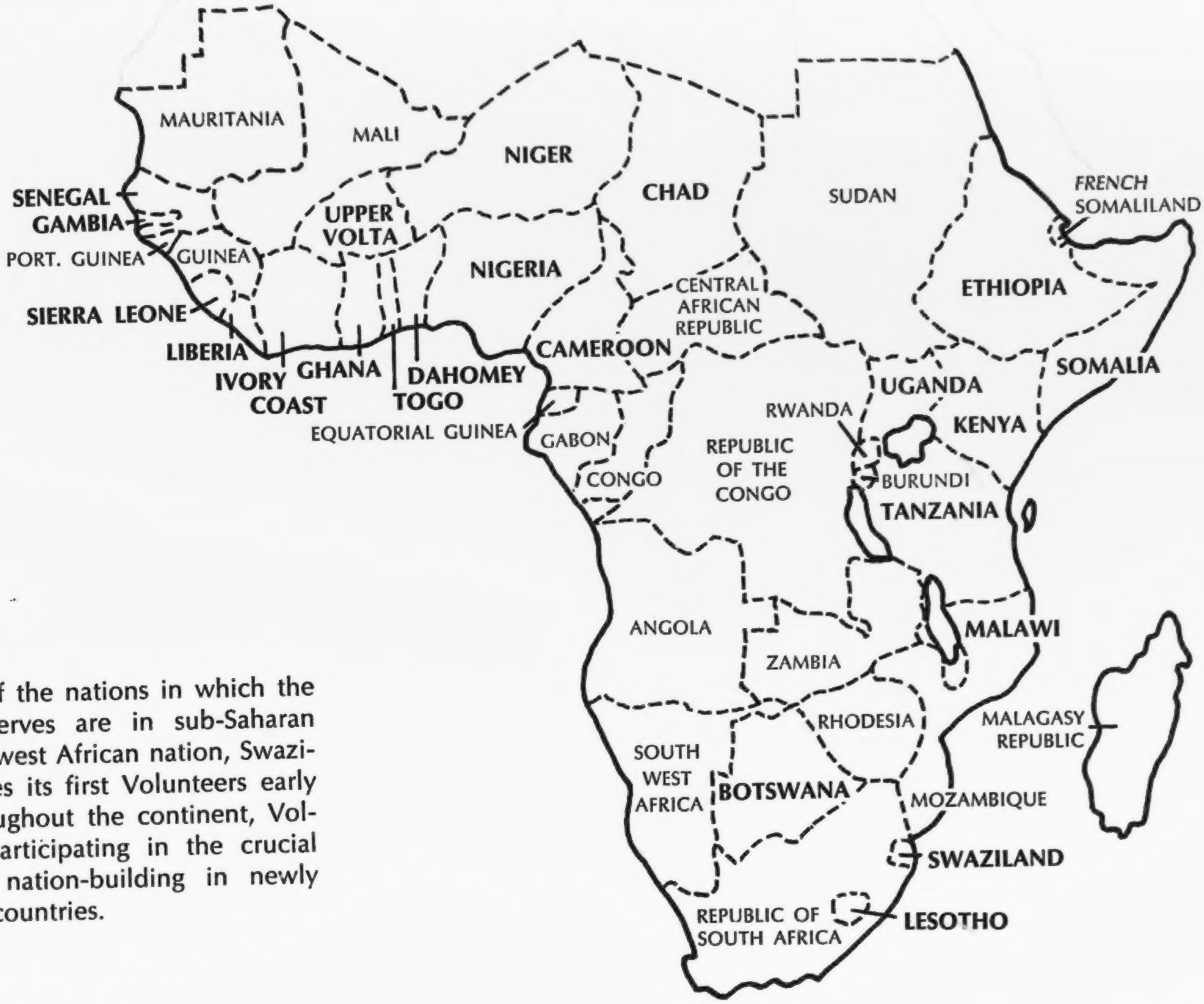
By number of Volunteers, this is the largest of the Peace Corps regions. More than 10,000 Volunteers have served or are serving in Central and South America in seven years. The programs function in 20 nations and the major emphasis is on community development: to create a sense of identity and purpose among the people the Peace Corps serves and to promote self help as a desirable and practical method for the improvement of men and communities.

WHAT THE VOLUNTEERS WERE DOING: 1968



SEVEN YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	1967	1968
Brazil	43	168	210	548	639	601	580
Chile	63	99	106	294	397	392	254
Colombia	103	229	561	544	506	522	576
El Salvador	25	21	49	55	51	105	119
Jamaica	38	32	62	77	70	101	117
Eastern Caribbean Islands	15	14	17	5	45	89	124
Venezuela	23	83	117	265	292	352	262
Bolivia	35	112	126	220	266	303	219
British Honduras		33	18	49	33	42	45
Costa Rica		26	65	61	107	154	98
Dominican Republic		144	171	85	101	140	161
Ecuador		156	236	309	211	255	247
Guatemala		27	105	83	69	140	151
Honduras		27	46	103	107	174	167
Panama		28	76	133	196	171	174
Peru		285	293	379	301	349	283
Uruguay			18	4	48	65	31
Guyana						44	51
Paraguay						35	56
Nicaragua							
Totals	**345**	**1,484**	**2,276**	**3,214**	**3,439**	**4,034**	**3,715**

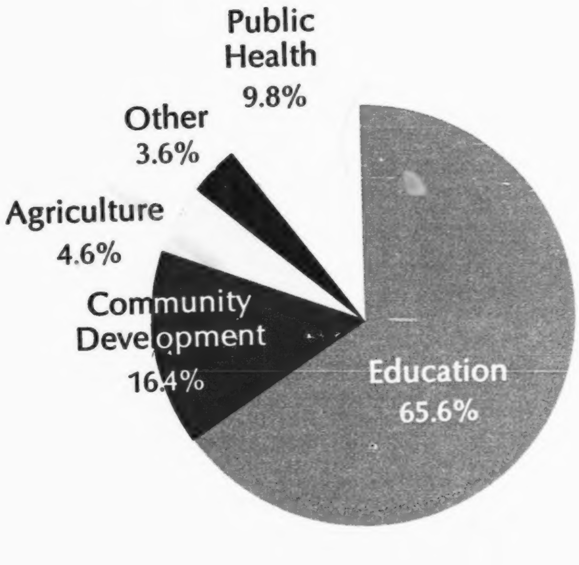


One-third of the nations in which the Corps serves are in sub-Saharan Africa. The newest African nation, Swaziland, welcomes its first Volunteers early in 1969. Throughout the continent, Volunteers are participating in the crucial processes of nation-building in newly independent countries.

SEVEN YEAR SUMMARY: Volunteers in country at end of fiscal year

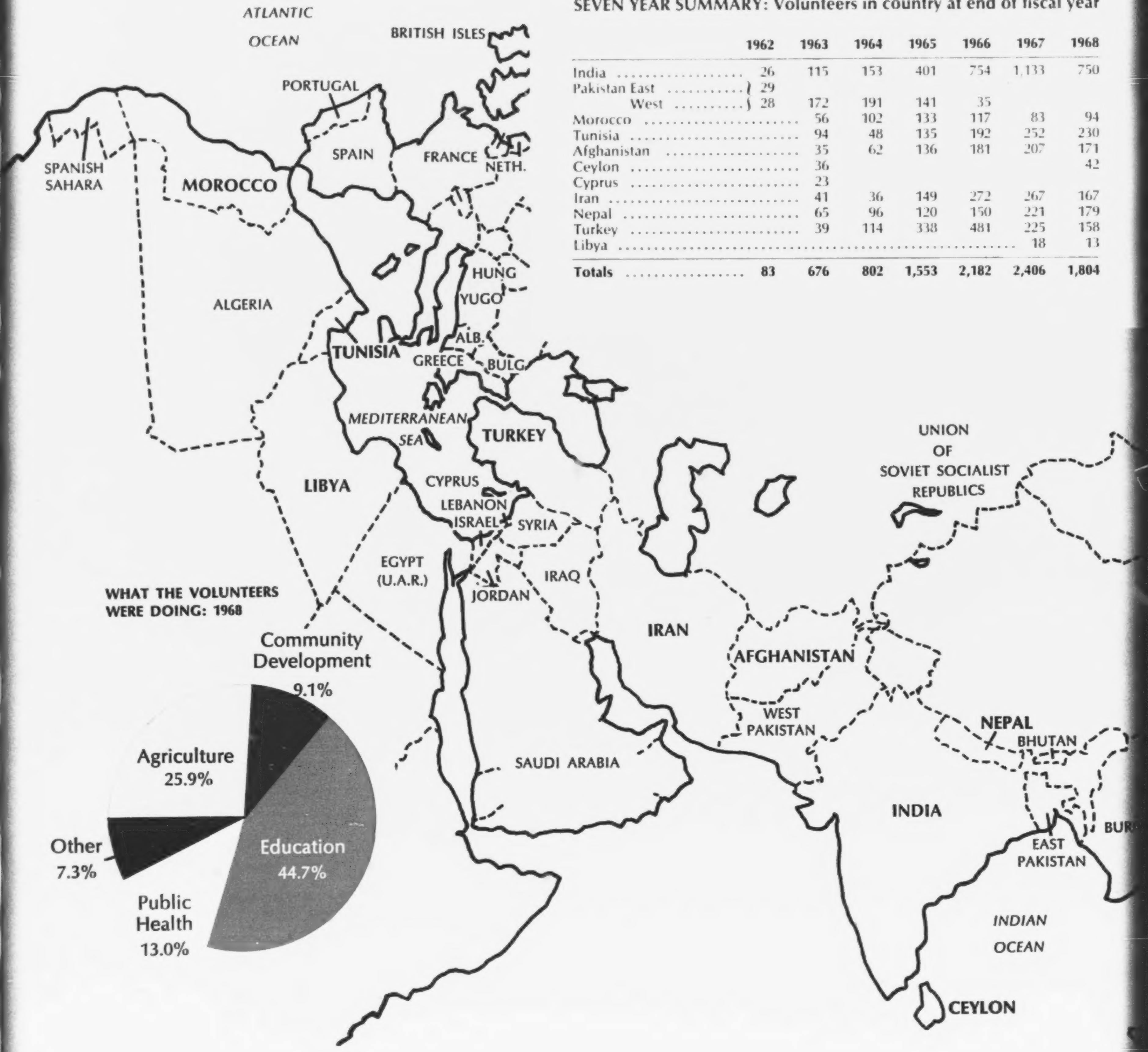
	1962	**1963**	**1964**	**1965**	**1966**	**1967**	**1968**
Ghana	51	129	136	110	111	208	242
Nigeria	109	258	508	634	719	719	248
Sierra Leone	37	120	159	150	233	236	273
Tanzania Tanganyika	35	26	125	326	366	290	143
Cameroon		39	88	103	118	77	61
Ethiopia		278	402	565	566	432	389
Gabon		41	70	35	49	71	
Ivory Coast		49	51	56	83	71	80
Liberia		132	272	335	399	317	299
Niger		16	12	43	48	129	156
Malawi Nyasaland		42	97	230	231	153	123
Senegal		34	62	51	55	75	119
Somali Rep.		35		58	80	96	73
Togo		44	59	56	49	109	102
Guinea			52	95	81		
Kenya				129	197	229	253
Uganda				35	56	118	123
Botswana						56	50
Chad						30	38
Mauritania						11	
Gambia							16
Upper Volta							44
Lesotho							66
Dahomey							26
Swaziland							
Totals	**232**	**1,243**	**2,093**	**3,010**	**3,421**	**3,427**	**2,924**

WHAT THE VOLUNTEERS WERE DOING: 1968



SEVEN YEAR SUMMARY: Volunteers in country at end of fiscal year

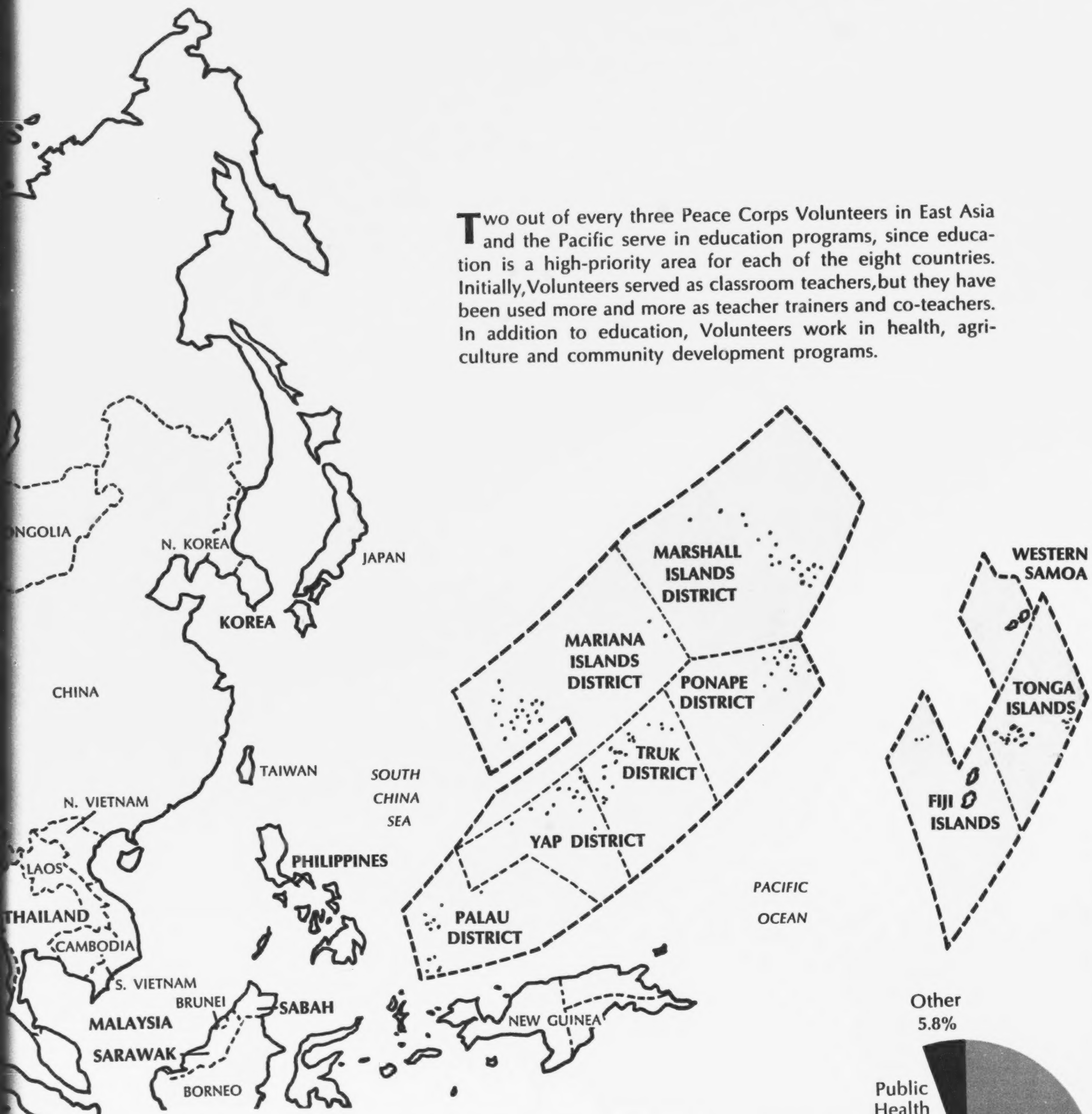
	1962	1963	1964	1965	1966	1967	1968
India	26	115	153	401	754	1,133	750
Pakistan East	29						
West	28	172	191	141	35		
Morocco		56	102	133	117	83	94
Tunisia		94	48	135	192	252	230
Afghanistan		35	62	136	181	207	171
Ceylon		36					42
Cyprus		23					
Iran		41	36	149	272	267	167
Nepal		65	96	120	150	221	179
Turkey		39	114	338	481	225	158
Libya						18	13
Totals	**83**	**676**	**802**	**1,553**	**2,182**	**2,406**	**1,804**



WHAT THE VOLUNTEERS WERE DOING: 1968

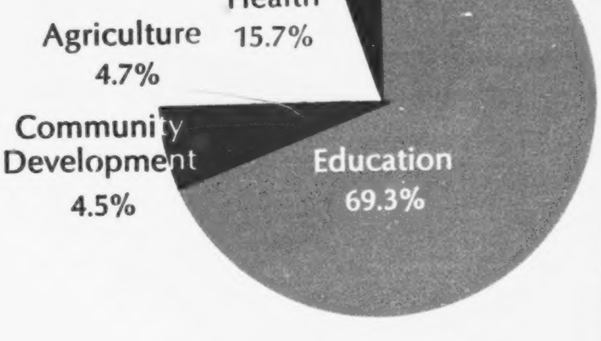
From the Atlantic to the Bay of Bengal, Volunteers serving in the nine nations of the NANESA region are engaged in a diverse series of programs ranging from tuberculosis control to tubewell construction. Many are teachers. The largest concentration of Volunteers is in India, where they are engaged in food production and nutrition education programs.

Two out of every three Peace Corps Volunteers in East Asia and the Pacific serve in education programs, since education is a high-priority area for each of the eight countries. Initially, Volunteers served as classroom teachers, but they have been used more and more as teacher trainers and co-teachers. In addition to education, Volunteers work in health, agriculture and community development programs.

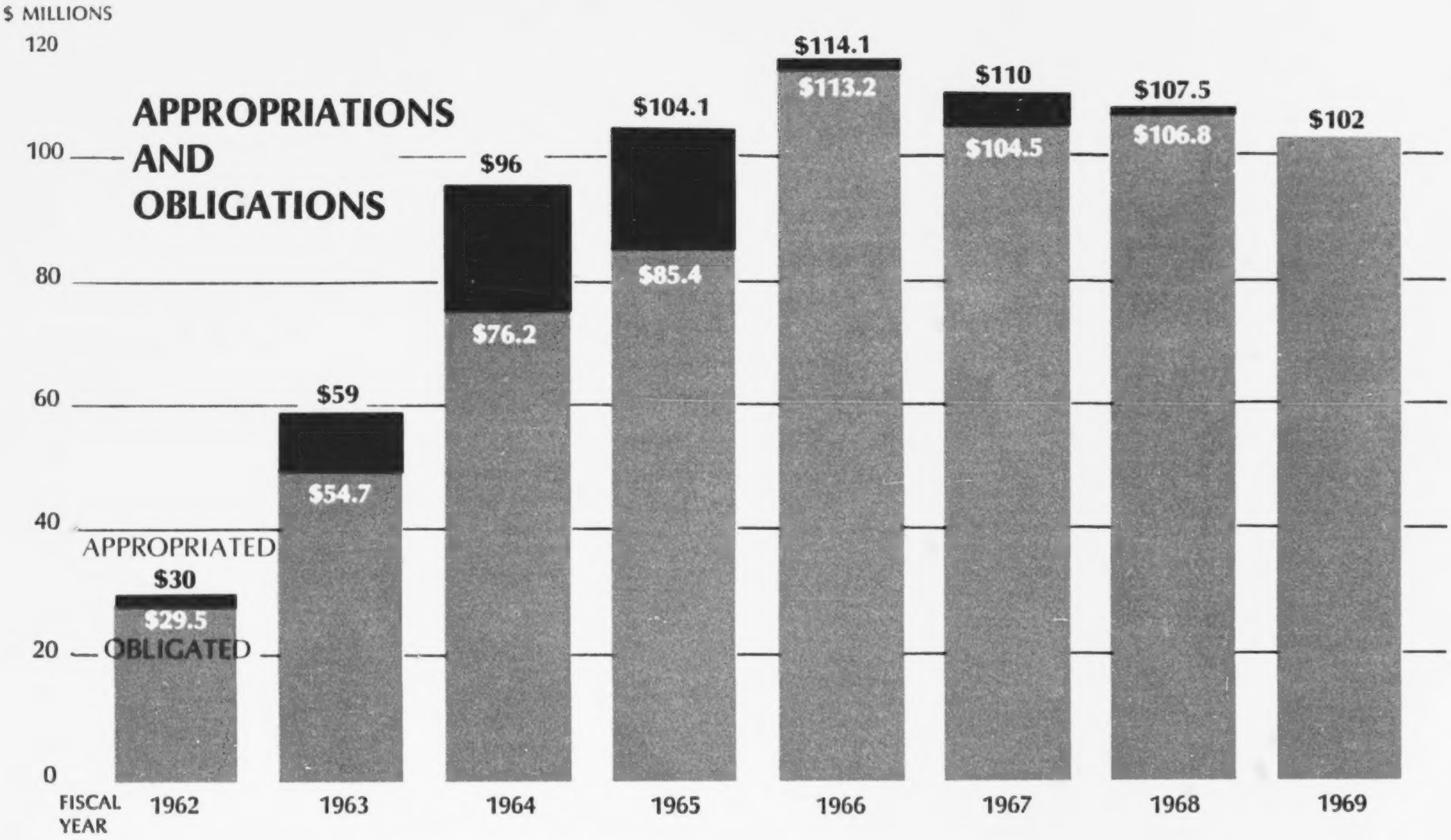


SEVEN YEAR SUMMARY: Volunteers in country at end of fiscal year

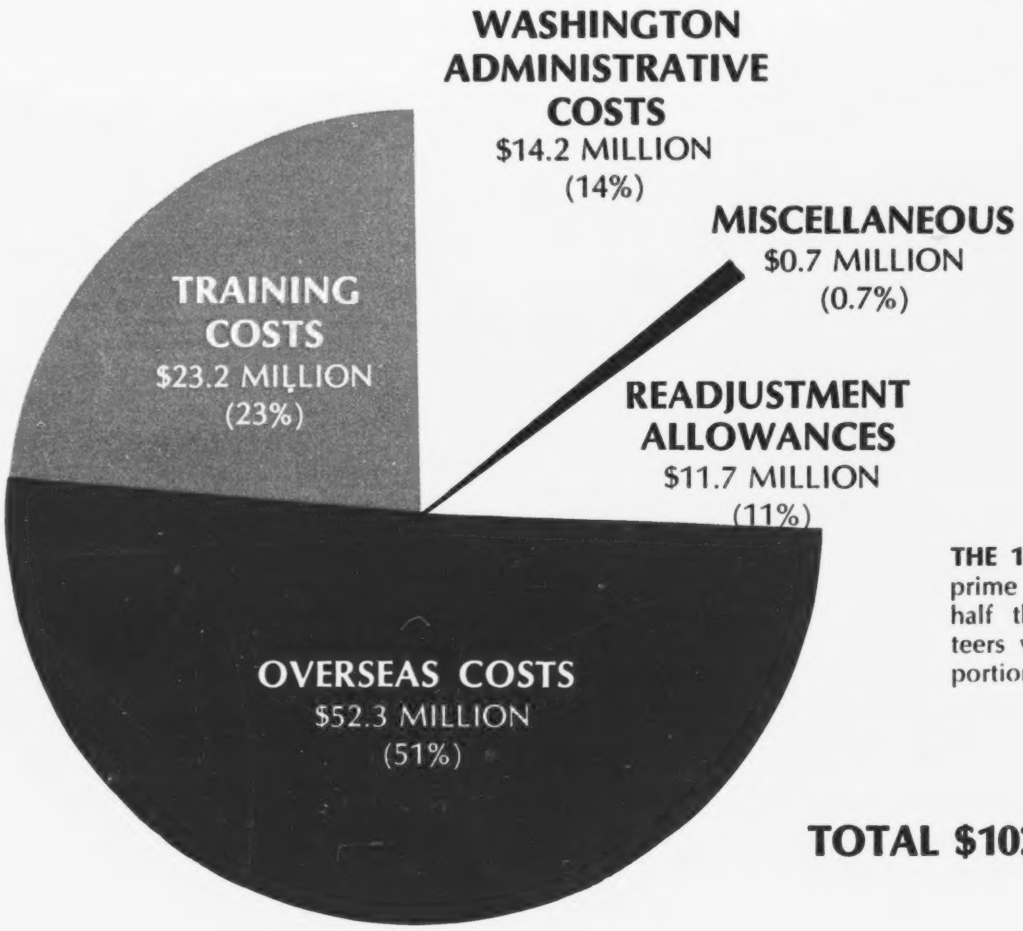
	1962	1963	1964	1965	1966	1967	1968
Malaysia				378	561	583	495
Malaya	67	169	206				
Sabah/Sarawak		91	124				
Philippines	272	472	286	227	571	601	720
Thailand	45	227	245	242	356	321	228
Indonesia		17	31				
Korea						92	310
Micronesia						448	625
Western Samoa							129
Tonga							114
Fiji							51
Totals	**384**	**976**	**892**	**847**	**1,488**	**2,045**	**2,672**



WHAT THE VOLUNTEERS WERE DOING: 1968



RECEIVED AND SPENT: Of $107.5 million appropriated by the Congress for Fiscal Year 1968, the Peace Corps obligated $106.8 million. Administrative expenses, which accounted for 33% of all costs in 1962, were only 27% of the obligations in 1968.

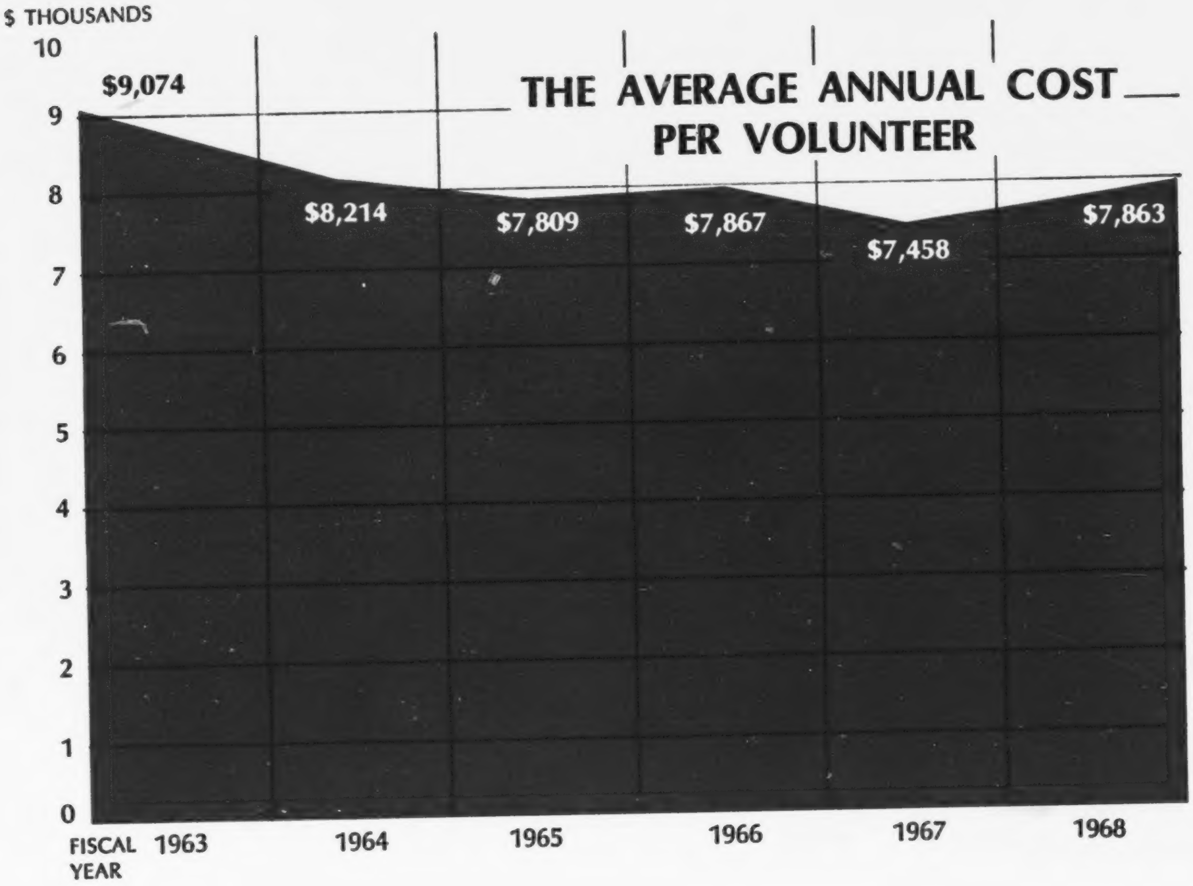


THE 1969 BUDGET emphasizes the Peace Corps' prime responsibility: its work abroad. More than half the total funds go to support the Volunteers working in host countries. The next largest portion, 23%, is set aside for training.

TOTAL $102 MILLION

From the end of Fiscal Year 1962 (the Peace Corps' first full year) to 1968, the agency's strength grew from 2,816 Volunteers and trainees to 13,823. In the same period, costs have increased to a much lesser extent — from $30 million to only $107 million. The slower rate of growth in the budget can be traced to a constant effort to reduce costs, particularly in the significant areas of training and administration of programs overseas, as well as in the size of Washington headquarters staff.

COST PER VOLUNTEER includes funds for all aspects of the agency's operations: recruiting, selection, training, transportation overseas and support in the field. This figure includes all administrative costs, a living allowance and the $75 per month readjustment allowance given a Volunteer upon completion of his service. There was a 5% increase in the average cost in 1968, mainly because of rising mandatory costs for pay raises and medical care. There also were fewer Volunteers and trainees at the end of the program year (August 31), which produces a higher per capita cost.



THE AVERAGE ANNUAL COST PER VOLUNTEER

PEACE CORPS TRAINING

	Average cost per trainee	Distribution of trainees		
		1966	1967	1968
Partial or complete in-country training*	$2,287	—	17%	35%
Peace Corps training centers	$2,553	9%	12%	18%
Contract training	$2,744	91%	71%	47%

*Includes trainees who received initial phase of training at contract institutions.

DRAMATIC SHIFTS in Peace Corps training over the last three years are illustrated in the chart at the left. In order to achieve more effective training programs — and lower costs — the locale of training has been moved gradually from contract institutions in this country, primarily colleges and universities, to the agency's own "in-house" centers and to the countries of assignment, or in-country training.

While her child sleeps in a homemade cradle, a Thai mother offers outstretched hand for a blood test for malaria. Volunteer John Tucker takes the sample while his Thai co-worker records the woman's name. Tucker is part of mobile malaria eradication team working in northeast Thailand.

Volunteer vaccinator Sharon Lee explains smallpox prevention program to skeptical Afghan mountain woman. Female Peace Corps Volunteers serve on Afghanistan's traveling vaccination teams because religious taboos prohibit men from vaccinating women.

VI. IMPACT: HEALTH

Providing the 'Human Link'

No other Peace Corps job offers as great an opportunity to make a visible contribution to the general improvement of living standards as public health work, now the occupation of about one-tenth of all Volunteers. This section covers the range of Volunteer health jobs and details the results of several programs.

It's the toughest assignment the Peace Corps can offer a woman:

- Two years deep in rural Afghanistan, on the road 90 per cent of the time, by foot, horse, truck, even camel.
- Living totally immersed in another culture in villages that have changed little in the last three centuries.
- A back pack is home, bed is a sleeping bag and meals are local staples served in a communal bowl from which everyone eats with fingers.

This is Peace Corps life for 15 female Volunteers. They work as part of rural smallpox vaccination teams. Because of their efforts, many women and children are receiving protection for the first time against one of Afghanistan's leading killers.

In 1965, the Afghan government launched a vigorous attack on smallpox, but cultural taboos rendered the program almost completely ineffective for women and children. An Afghan man can't touch a woman who is not his wife, so male vaccinators could inoculate only men. Women, in the conservative Muslim culture, cannot be away from home overnight to serve on vaccination teams — a necessity for the wide-ranging rural vaccination drives. As a result, less than 10 per cent of

Volunteer Jack Allison has become Malawi's number one song writer in his spare time, but his regular job is teaching sanitation and nutrition in Malawi's rural villages. Allison has gathered village women for a cooking demonstration and health lecture illustrated by a flip chart produced by two other Peace Corps Volunteers.

rural women and children were receiving smallpox protection.

Now, because the Peace Corps girls travel with the government vaccination teams, more than 85 per cent of the women and children in target areas are being vaccinated.

The 15 women are part of a group of nearly 1,500 Volunteers who work in health programs in 44 countries. A few of these health workers are nurses, physical therapists and medical technicians. Most of the rest are liberal arts graduates, or "generalists," trained by the Peace Corps. They may work in teams in large national projects, or in small villages and clinics. Their jobs are challenging, important and often unusual.

Take the case of Jack Allison, an environmental health worker in the East African nation of Malawi. Allison is assigned to the small village of Nsiyaludzu, but his name is known in every part of the country. In fact, U.S. Ambassador Marshall P. Jones calls him Malawi's "best known American."

The mothers of Nsiyaludzu know Allison for the well-baby clinic he conducts every Wednesday. The rest of Malawi's citizens know him as the singer and composer of the hit tune, "Brush the Flies from Your Baby's Eyes."

Allison composed the ditty to encourage mothers to help prevent the spread of the eye ailment conjunc-

Allison cuts new record with Malawian combo, the Jazz Giants, in local recording studio. He has written and recorded more than a dozen songs, all exhorting the value of proper diet, sanitation and education, most of which have become popular hits. Allison writes lyrics in Chinyanja, Malawi's major indigenous language, which he speaks fluently.

Once a week, Allison conducts well-baby clinic in his home village of Nsiyaludzu. He often examines more than 80 babies in one day, checking weights, giving shots and persuading mothers to add protein to children's diet.

tivitis, which is often transmitted by flies. Altogether, he has written and recorded 15 hit songs, all in Malawi's major indigenous language, Chinyanja. Other titles include "Wash Your Hands When Leaving the Latrine" and "Make War on Poverty, Ignorance and Disease."

The records, all of which deal with eating right, keeping well and related topics, are played up to a dozen times a day over the nationwide network, Radio Malawi.

"My songs are really an educational device, a way to get people thinking about these subjects — to attract their attention," Allison explained.

Although his method is unique, Allison's goal is common to many Peace Corps health projects. In Malaysia, for example, Volunteers helped launch the country's first National Tuberculosis Month as part of a T.B. education campaign.

Tuberculosis is Malaysia's most menacing communicable disease problem — with 25,000 new cases and 5,000 deaths annually — and Volunteers serve in a multi-million dollar government T.B. control effort. The education drive is the current focus of the campaign but, initially, the Volunteers worked to establish record-keeping and a program of systematic X ray, vaccination and case-finding.

Their methods, according to Dr. Jaswant Singh Sodhy, director of the program, have brought a marked drop in the default rate among those being treated. He adds that coverage on case-findings, child vaccinations and chest X rays "has been increased from 25 to 50 per cent in some areas and is close to 100 per cent in others.

"Seven years ago, we thought if we had enough money, clinics and technical tools it would be a simple matter to wipe tuberculosis off the face of Malaysia," Dr. Sodhy explained. "But we found that those things were not enough. What was missing was the human factor, because, after all, we're dealing with people in this campaign. The Peace Corps Volunteers have provided that element that had been missing in our program — the human link that makes all the technical things work."

Volunteers are providing the "human link" to health projects in several countries. In Thailand and the Philippines, for instance, Volunteers work in national drives to eradicate malaria — traveling from village to village as part of government teams. The teams spray to kill mosquitoes, take blood smears to be analyzed for malaria and conduct education campaigns.

Statistics still are fairly difficult to come by, but in Thailand the nationwide malaria control program has resulted in a dramatic drop in deaths from the disease.

Malaria, tuberculosis, nutrition, child care, sanitation — all are problems in developing nations. But still another major health crisis faces many countries in the Third World: unchecked population growth. Here again, several countries have turned to the Peace Corps for assistance.

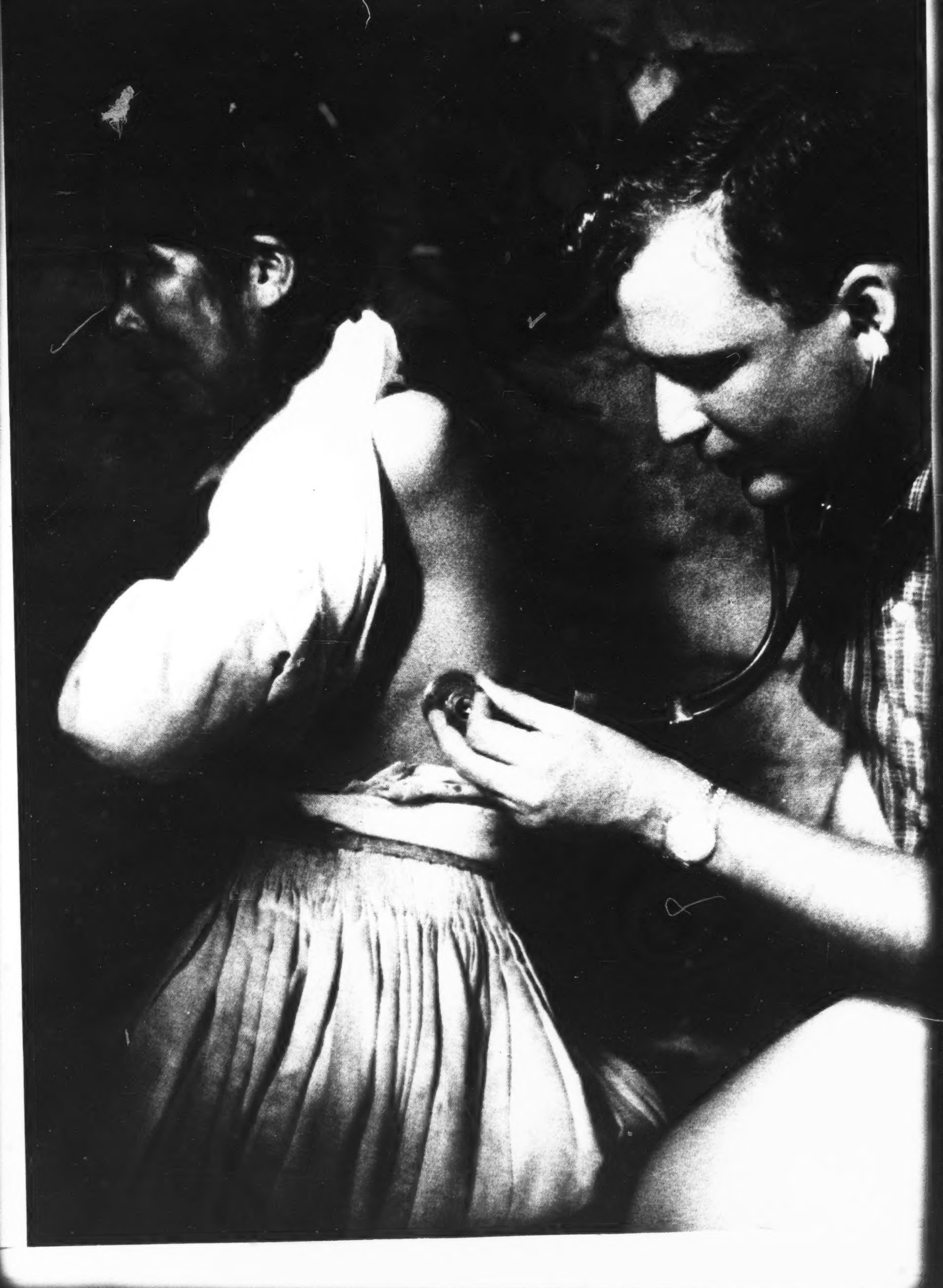
In Tunisia, India and Tonga, Volunteers are engaged in many phases of family planning projects, except those involving surgery. They work in information campaigns, keep records, help establish new family planning centers, counsel and conduct clinics on effective teaching techniques.

It will be years before it will be possible to determine if the family planning efforts — or most other Peace Corps health projects — are successful on a national level. Immediate goals — a child vaccinated, a village sprayed, a diet improved — can be realized rather quickly, but a general improvement in the health of a country takes time. Jack Allison explained it like this:

"I've actually cured 20 malnourished children out of the hundreds I've examined. That doesn't sound like much. But when I get discouraged, I remember that I'll be followed by another Volunteer, and another Volunteer will follow him. By that time, the mother whose baby I'm treating now will have a new baby, and maybe she will have seen that our advice *does* work, and the farmers may be growing more protein foods, and the schools may have established health courses. Some day, all these parts will fit together. But it's going to take time."

In several countries, Volunteers assist in educational and promotional phases of family planning programs. Mary Jo Littlefield of Bronson, Mich., lectures to group of mothers in small Tunisian town of Tadjerounine. In addition to her job in family planning, she works in a child care program.

In the Yungas area of Bolivia, 25 Peace Corps Volunteers work in a tuberculosis detection and treatment program. Dr. William Keck of Easton, Pa., who is a Peace Corps staff physician in Bolivia and advisor to the T.B. control Volunteers, examines local woman during one of his visits to Volunteer work sites.



VII. RETURNED VOLUNTEERS

In Their Words

Volunteers return home (22,539 on June 30, 1968; an estimated 200,000 by 1980) undeniably influenced by exposure to and interaction with persons of different cultural values and perspectives.

But while the Peace Corps experience means intense involvement in another culture, it also means time for reflection . . . reflection upon that society which provided the opportunity to go overseas.

At a conference of former India Volunteers, held in Annapolis, Maryland, early in 1968, the participants summed up the significance of their overseas experience.

"The Peace Corps," said one former Volunteer, "allowed me to put America at arm's length and review it critically. I realized in India that I have a stake in America and I'm determined to help shape this country into what I think it should be."

Another participant added: "What I urged the Indians to do, namely work for constructive change within their system, I had never tried in my own system and I pledged then and there that I was coming home to try for myself."

Whatever form the Peace Corps experience takes, Volunteers come home fuller, more aware individuals. For some, close contact with other Volunteers is the most significant Peace Corps experience, as some of the following comments illustrate.

Sharon Lim, 25, former Volunteer in Thailand—"Two years in Southeast Asia proved to me that being American and being Oriental are compatible. I'm fourth generation Chinese-American on my father's side and third generation Chinese-American on my mother's side. I felt insulated. While I have always been very much aware of my Oriental heritage, I didn't feel an affinity with it until I went to Thailand as a Peace Corps teacher. I found commonalities there that I can associate with and identify with both intellectually and emotionally. I no longer feel a need to assume an Oriental ethic with one group of people and an American ethic with another group of people. I came home confident of what I am—the product of two living, sustaining heritages." *Miss Lim is now an intern in the Antioch-Putney Graduate School, teaching in a Washington, D.C., inner-city elementary school.*

Rudy Salinas, 29, former Volunteer in Colombia—"To most Mexican-Americans the Army represents status, a prestigious way out of East Los Angeles, and the *Chicano* (a Spanish word for Mexican-American) who goes this route comes back with a soldier's view of the world. This often means being hung up with bitter feelings and prejudices about people who are different from you. But when a *Chicano* comes back after two years in the Peace Corps, and he deals with people here in East Los Angeles—Mexicans, Negroes, Japanese, Anglos—then he feels, like I do, that we're all in the same bag." *Salinas is now a counselor to teenagers, most of them dropouts from East Los Angeles high schools.*

RUDY SALINAS

Willie Hall, 28, former Volunteer in Ethiopia—"For the black person in the South the Peace Corps is a way out; it's a way for him to leave the South, to go abroad, to come in contact with whites on an equal level, probably for the first time, and to get a better view of what's going on in other places. When I went through Peace Corps training that's when I had my culture shock, not in Ethiopia . . . culture shock because here for the first time I was dealing with whites on a truly equal basis. It was my first contact with whites on these terms, and I really didn't know how to act. I spent many anxious moments that first night in training because my roommate was white and I had never slept in a room with a white before and I didn't know whether to go to sleep or sit up all night out of fear." *Hall, a native of Charlotte, North Carolina, is on the VISTA staff in San Francisco.*

Vista will send 6000 volunteers to one country this year.

WILLIE HALL

Jim Seidel, 25, former Volunteer in Malawi—"The whole basis of what I want to do (fight tropical disease) is modeled after the work I did in the Peace Corps. I joined the Peace Corps after graduating from college with a bachelors degree in zoology, but I didn't know where I was headed because I didn't have a very deep concern then about scientific research." *Seidel, now a medical student at UCLA, plans to return to the tropics when he completes his doctoral requirements in medical microbiology and immunology next year.*

Annmary Dalton, 24, former Volunteer in Liberia—"After two years of looking at the United States from afar, hearing and reading about increased racial tensions, it is difficult for a Volunteer to ignore involving herself in solving the problems when she returns home. The experience of being in the Peace Corps won't allow it. To go back to your old ways negates everything you've done for two years of your life." *Miss Dalton teaches at a public school in Harlem.*

Doers in Demand

Volunteers' formal ties with the Peace Corps end when their service does. Yet former Volunteers are demonstrating that commitment to service — so intrinsically a part of the Peace Corps — doesn't begin and end at the water's edge.

Perhaps it is because their attitudes — their earnest desire to right the wrongs they feel and see, their renewed conviction that all men have the ability and the right to shape their destiny — are being recognized as human qualities desperately needed in the United States today.

Whatever the reasons, returned Volunteers are in great demand. For example, between 100 and 200 employers contact the Peace Corps' Career Information Service each month hoping to fill more than 500 job openings in both the public and private sectors.

About half of the former Volunteers, according to Peace Corps statistics, change their career plans after two years overseas, a partial explanation for the large percentage (about 38%) who return to continue their education.

Of those employed, over one-third are teachers, an impressive figure considering that less than one-sixth intended to teach prior to joining the Peace Corps.

One obvious reason for the increased demand for former Peace Corps Volunteers is the shortage of qualified teachers, particularly those willing to teach in ghetto schools. Another is the recognition by school officials that the Peace Corps experience provides Volunteer teachers with "an approach, a way of going about things" that is a vital first step to teaching.

"We regard them as the single best source of top-flight educators available to us anywhere," Robert Blackburn, director of Philadelphia's Office of Integration and Intergroup Education, told a House of Representatives committee.

Another third of returned Volunteers currently employed work for federal, state and local governments — heavily concentrated in community action projects, Head Start, VISTA and other anti-poverty programs.

The Office of Economic Opportunity has hired hundreds of former Volunteers, and its San Francisco office alone has more than 25 former Volunteers on its staff.

John Arango, 30, former Volunteer in Colombia, is special assistant to the director of the OEO's San Francisco office. "Many Volunteers seek out administrative positions," Arango says, "because they feel they have valid, relevant ideas about the world today and they want the power to implement them."

For returned Volunteers intent on careers in international concerns, the State Department has special appeal.

Eighteen former Volunteers were appointed Foreign Service Officers in 1968, bringing to 100 the number in career positions in the State Department and the United States Information Agency. About 200 returned Volunteers work with the Agency for International Development.

The Peace Corps alone employs more than 450 former Volunteers. Ten have served as country directors, and returned Volunteers now comprise more than one-third of the total Peace Corps administrative personnel at home and overseas.

Most other Volunteers who are currently employed enter business or the professions. More than 12 per cent work with international or non-profit organizations such as CARE and the United Nations.

The financial world, particularly those firms with international ties, also has attracted returned Volunteers. About 15 former Volunteers are employed by the First National City Bank of New York, and 10 work for Bankers Trust Company.

A handful has decided the best outlets for their ideas are organizations of their own. Roger Landrum, 30, a former Volunteer in Nigeria, helped to found Teachers Incorporated, a New York-based non-profit organization designed to "realistically prepare" teachers for assignment in ghetto schools.

Landrum, who directed several Peace Corps training projects after his two years as a Volunteer, says he "came back to the United States

About 200 former Peace Corps Volunteers now work with the Agency for International Development, often in jobs that parallel their Peace Corps experiences. Harold Lierly (standing in background) is AID coordinator for mobile medical teams in Thailand, a project designed to bring services of doctors and nurses to rural villages for the first time. Here he watches Dr. Suchart Chanbanchob check elderly villager complaining of lung congestion. Lierly was a Volunteer in Thailand, and speaks fluent Thai.

USAID Photo by Carl Purcell

Chicago Head Start teacher Lee Gallery is one of about 5,000 former Volunteers who have based careers around education. A language major in college, she changed career plans after Volunteer service in Ethiopia. "I found out in the Peace Corps that I enjoy teaching and I plan to stick with it," she says.

"You are special citizens. You are the persons who, in a free, democratic society, decided to serve that society—who, by a conscious act of your free will, have left the ranks of the bystanders and spectators to become participants.

"And when you come back from abroad, if you don't think yourself special you will simply disappear into the bog of affluent living—you won't make a difference—and your contributions, as well as your opportunities, will be lost."

—Bill Moyers, former Peace Corps Deputy Director, now Publisher of *Newsday*, in a speech to former Volunteers

with no knowledge or explicit interest in American public education. Instead, I was attempting in a very dogmatic way to make Peace Corps training more relevant.

"We arrived at the idea of training Volunteers in ghettos because this was an environment more unfamiliar to them, and we felt this was where we could challenge their ideas most effectively," Landrum explains.

"We found out not only that this is an effective way to train Peace Corps Volunteers, but also that our approach was applicable to the problems of teaching in the ghetto."

Probably the largest and best known "spin-off" organization is TransCentury Corp., a Washington-based technical assistance organization founded by Warren Wiggins, former Peace Corps deputy director.

The firm, which has employed about 200 former Volunteers, has contracted with government agencies and private foundations to supply middle-level manpower for anti-poverty as well as research and evaluation work in low-income areas.

"These are the kind of Americans who would rather solve a problem than 'research' it; do a job rather than talk it," Wiggins says. "These experienced young people are a largely untapped source of dedication, vigor and needed skills."

CLOSE-UPS

Architects for Tomorrow

John Corrough and Ron Gammill, Volunteer roommates in Tunisia, joined the Peace Corps with a lot going for them. Both were recent college graduates, but, in contrast to most Volunteers with liberal arts backgrounds, they brought into the Peace Corps highly technical architectural skills.

"Those of us who joined the Peace Corps after long professional educations left for Tunisia with some rather inflated notions of just exactly what we could do," recalls Corrough, 28, now a senior planner for Los Angeles-based Victor Gruen and Associates.

"I suppose we felt we were going to be the experts. We were going to help the benighted people because of our great skills. Well, we got there and found that our great skills didn't stand us in great stead at all, but it was our problem-solving ability, if we had it or if we could develop it, that really enabled us to be useful," Corrough says.

Gammill, 28, now an associate in the Berkeley, Calif., architectural firm of Hirshen & Van der Ryn, agrees with his former roommate but with different emphasis.

"The work we did there was in a certain political context. In school, architects don't work with any given political problems; what's worse, they hardly realize such problems exist.

"They work on problems that are highly theoretical, with imaginary clients, almost limitless budgets, a very ill-defined problematical context in terms of the specific requirements of housing or whatever the problem is.

"Trying to function in a different culture is hard enough in itself," Gammill says, "but when you mix that with trying to upset a whole range of ideas about your chosen profession, the end result can be disenchantment.

"Most people went to Tunisia not being strong realists and came out either having met the problems and found ways to work effectively, or they came back being very discouraged," he said.

Gammill and Corrough returned from Tunisia convinced by their experiences in the validity of "advocacy planning." "This concept assumes that housing has to fit the needs of the people who use it rather than be determined, as it generally is, by either political or economic issues," Gammill says.

Corrough, who has a master's degree in architecture and urban design, says advocacy planning is a "multi-discipline approach to some of the mundane but very interesting problems of the inner city."

Both returned Volunteers contend that many architects today seem overly concerned with conspicuous design that will bring personal notoriety. Some architects, they say, have downgraded functional considerations of the buildings they design and seem unconcerned that people are forced to adjust to strange, sometimes incompatible surroundings.

"This is particularly true for housing designed for the poor," says Gammill, whose firm was organized in 1964 by two University of California professors to deal specifically with low-income housing.

Gammill, therefore, spends much time interviewing ghetto inhabitants and evaluating existing housing to determine shortcomings in terms of the user.

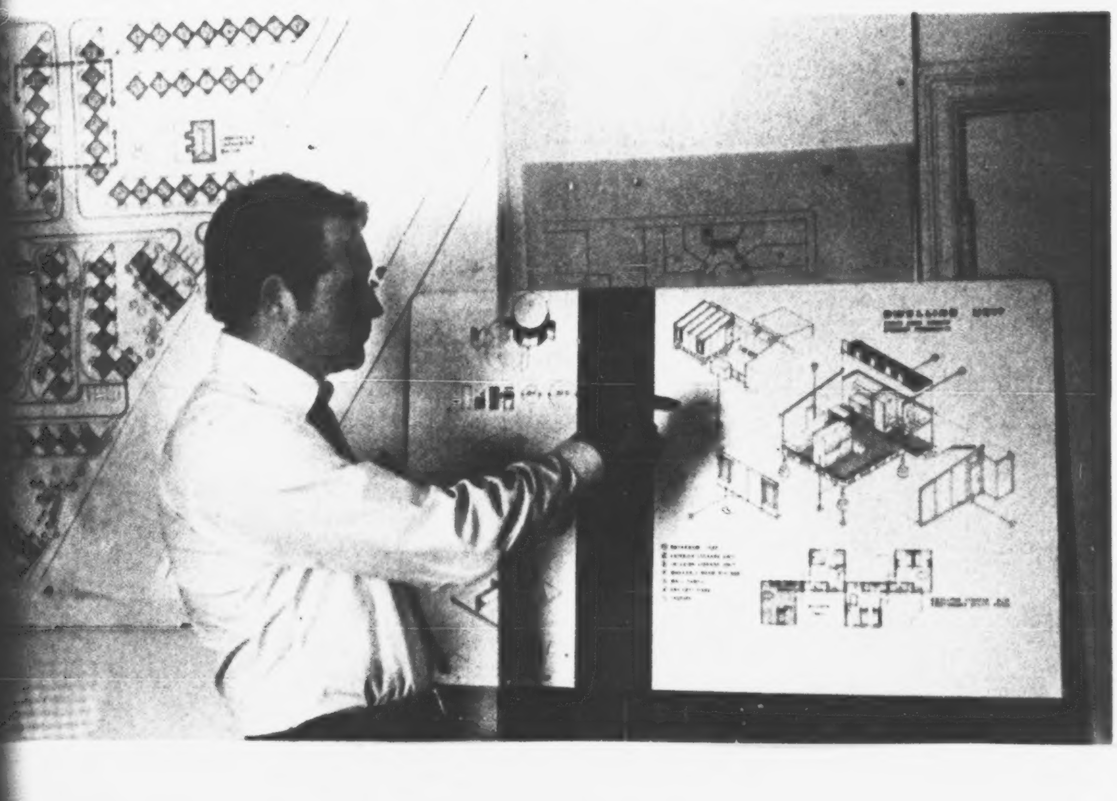
Corrough's main role is that of project coordinator. One of his typical projects involves developing a revitalization plan for a small Midwest city with a decaying central business district and decaying fringe housing areas.

"It's mostly a job of coordinating a number of people in my office," Corrough says. "By blending together the perspectives of the architect, planner, social scientist, engineer and other experts we are able to create a plan tailor-made to the needs of the community and the people who inhabit that area."

Neither former Volunteer fits the stereotype of the architect who spends hour upon hour dreaming up new building designs. Says Gammill: "There are now architects who have enough social commitment to believe the user is important and ought to be considered.

"This sense of social commitment is derived from a lot of sources," he says. "The Peace Corps is one. I found out in Tunisia that being an architect in the context of sitting at a desk and drawing pretty pictures has little to do with the problems we face today."

Architect Ron Gammill returned from Volunteer service in Tunisia to work for the Berkeley, California, firm of Hirshen and Van der Ryn, which was organized by two University of California professors to deal specifically with low-income housing.



John Corrough, right, with a colleague at the firm of Victor Gruen and Associates in Los Angeles. Now a senior planner for Gruen, Corrough served in Tunisia with Gammill. Both designed a wide variety of buildings for the Tunisian government, and found their experience relevant to urban planning problems in the U.S.

Dave Dawley, left, is a key advisor to the Conservative Vice Lords, Inc., formerly a Chicago street gang that has now organized to improve economic outlook for slum neighborhood on Chicago's West Side.

Calculated Risk Pays Off

Dave Dawley, a former Peace Corps Volunteer in Honduras, walks down the Chicago street daily as if he hasn't a worry in the world.

Dressed in Nehru jacket and striped pants, Dawley nears three tough-looking blacks leaning against a plate-glass store front.

They eye him suspiciously, then turn their attention elsewhere. Dawley keeps walking; he's heading for 16th and Lawndale, the "stronghold" of the Conservative Vice Lords, an 8,000-member predominantly black organization with a reputation as the toughest street gang on Chicago's West Side.

Dawley passes the store front. One of the blacks calls out: "Hey, Davie, what's happening, man?"

"Nothing much," Dawley replies, and walks on.

Actually, plenty is happening, but the former Volunteer has learned the idiom of the ghetto, and the short exchange is one way to say "good morning."

Despite his mannerisms, his dress, his use of idiom, Dawley, 26, a product of a white, middle-class community who graduated from Dartmouth, looks blatantly incongruous in Lawndale, the black ghetto which the Conservative Vice Lords call their "city."

But Dawley *is* a Conservative Vice Lord, one of the very few who finished high school and definitely the only one with a college education. He joined the street gang early in 1968 shortly after "it went respectable" and incorporated itself under Illinois law.

"Gang is a word we're not using anymore," Dawley says, "and the group prefers to be called either a club, an organization or a corporation. We want to be recognized as something different from the old street fighters — the guys who went stomping or mugging through the streets up through the early sixties."

Dawley's first contact with the Vice Lords was in the summer of 1967 when he went to Chicago for TransCentury Corp. The former Volunteer's assignment was to interview ghetto residents involved in government-sponsored programs.

"I had to make contacts in order to do my job. I soon found out that the Vice Lords run the streets and therefore I hired two of them as interviewers," he says.

Dawley's work moved smoothly and he got to know the Vice Lords — "basically an organization made up of the tough guys of society, the ones that society labels hard-core, the unreached, the dropouts, the delinquents, the criminals, the addicts."

He learned that the leadership was moving the organization in new directions; it had decided the old ways weren't getting anybody anyplace, according to Dawley.

"The leaders are all over thirty," he says. "Two of them had younger brothers who were killed in gang fights. Another of the leaders was driving down the street and a car pulled up alongside. There was a shotgun blast, and the guy sitting next to him was killed."

Dawley says the Vice Lord leaders "have a great love for their fellows out here on the street. They don't want them to go through this kind of thing.

"They turned the organization. This is the beautiful part. There wasn't a chance in the world of a white person coming in here and organizing these guys. I wouldn't have given it a thought, just from an intellectual point of view.

"When I was doing research, I saw there was a useful role for me to play. And I saw that I could help them with the things they wanted to do. So I came back," Dawley recalls.

He returned to Chicago on borrowed money and lived in Lawndale for several months without an income, working to pry loose foundation "seed grants" for economic development projects of the Vice Lords.

The calculated risk paid off. The Conservative Vice Lords, Inc., is now Lawndale's fastest growing economic development corporation.

He serves as liaison between the Vice Lords and foundations. He says his work is an extension of the work he did as a community development Peace Corps Volunteer in Honduras.

"There wasn't much going on when I was in college," Dawley says, "even though I had the same basic values that I have today. There just wasn't a way for me to get personally involved in anything. But the experience in Honduras made me more sensitive to the discrepancies between aspirations and realities of life for people I didn't even know existed."

Dawley's now hard at work to reorder the balance between realities and aspirations in Lawndale.

"The Vice Lords want to stay here. They don't want to be moved. They don't want jobs over the other side of town; they'll create their own jobs here. They want to rebuild their own community.

"This is black economic power. Everything we run will be black-owned and black-managed. We will create employment for black people and that employment will be here in the ghetto," Dawley explains.

The results have been encouraging, Dawley says. "We have opened a restaurant called Teen Town. It's making money, which goes back into the corporation.

"We have a heritage shop, which manufactures and sells Afro-American clothing, jewelry and art. We run a pool hall; we just received a $50,000 grant for a beautification project that will provide jobs for 110 people."

Dawley says the Vice Lords haven't even begun to tap their potential. "We're talking about getting into some very big business — construction, manpower training, human awareness programs with white suburbanites."

And he offers this challenge: "Let foundations and other sources continue giving us the seed funds until we stop producing people."

But the former Peace Corps Volunteer isn't blind to the high risks involved.

"I recently read a report that says the line between destructive and constructive activism is thinner than the line between activism and passivity.

"In the same person, you have much of the violence that could disrupt into a riot, the same guy who's involved in building a business today could be involved in a riot tomorrow, depending on the spark, the incident that ignites it."

Nevertheless, Dawley seems oblivious to fear in the ghetto. After all, the former Volunteer is a Vice Lord — one of the recognized leaders working to build, not destroy, Chicago's West Side.

Dawley served as a Volunteer in Honduras, now is liaison man between the Vice Lords and various foundations that offer grants for community and economic development projects. He says his job in U.S. is an extension of community development work he did in Honduras.

'Small Miracles' in Appalachia

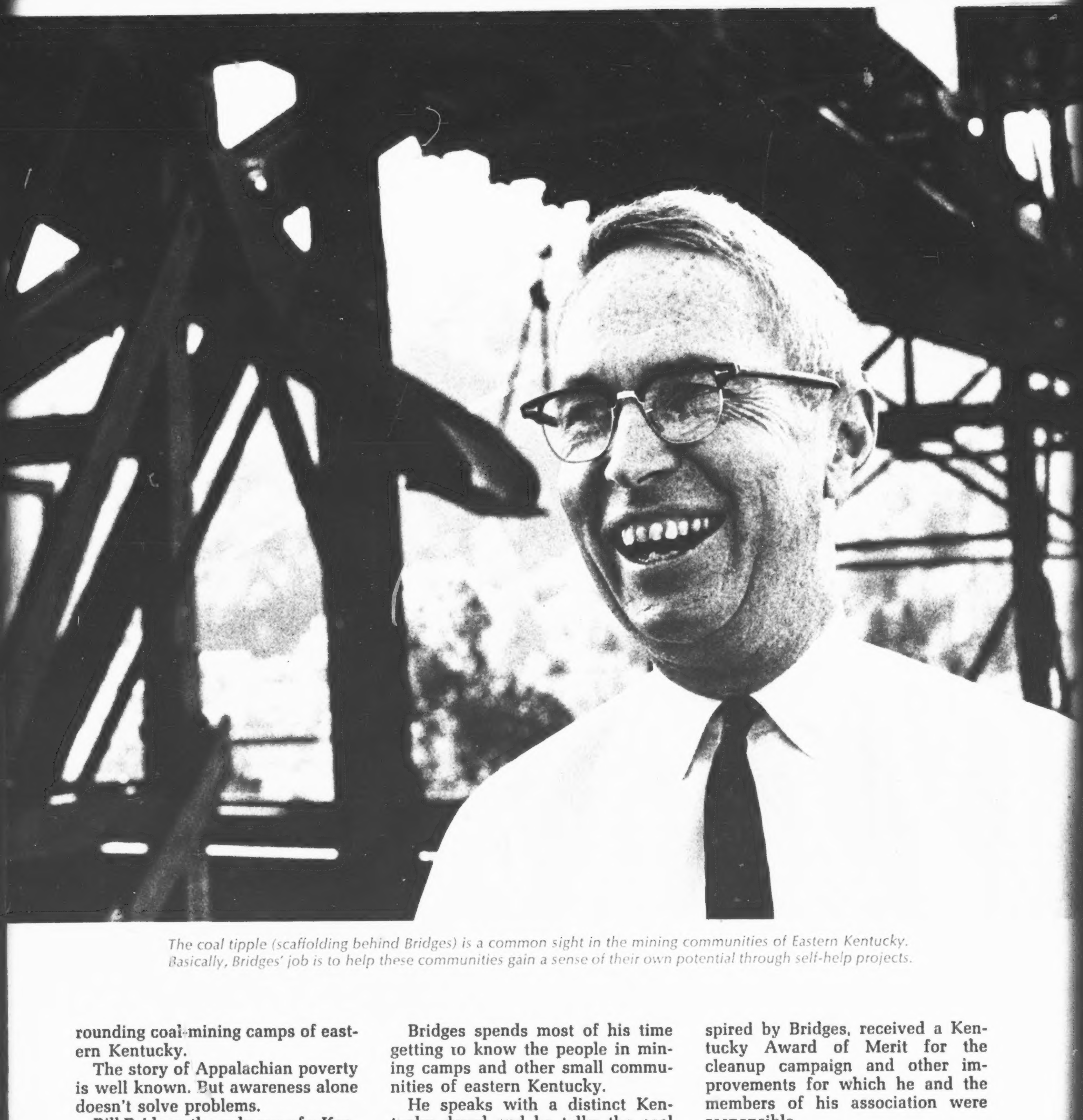
Bill Bridges talks with a resident of the mining community around Hardburly, Ky., where Bridges lives and works. As small coal industries in the region gradually shut down, men such as this will find themselves unprepared for other work (or that other work is nonexistent), and may be forced to move out of the area.

About 85 miles from Lexington, Kentucky, just south of the Mountain Parkway, a small creek converges with the north fork of the Kentucky River.

A man and a horse tried to ford the shallow body of water, so the story goes, and neither was seen nor heard of again.

About 100 people now live within sight of the scene of the strange disappearance. They call their unincorporated town "Quicksand".

Be it fact or fancy which gave the town its name, from an economic standpoint, thousands of people are caught in Quicksand and the sur-



The coal tipple (scaffolding behind Bridges) is a common sight in the mining communities of Eastern Kentucky. Basically, Bridges' job is to help these communities gain a sense of their own potential through self-help projects.

rounding coal-mining camps of eastern Kentucky.

The story of Appalachian poverty is well known. But awareness alone doesn't solve problems.

Bill Bridges, the only son of a Kentucky farmer, is both aware of and involved in solving the problems of his native state. The 55-year-old former Volunteer (one of more than 500 persons over the age of 50 who have served in the Peace Corps) is a community development specialist in the University of Kentucky's Cooperative Extension Service. For him, "Quicksand is the center of the world."

Bridges spends most of his time getting to know the people in mining camps and other small communities of eastern Kentucky.

He speaks with a distinct Kentucky drawl and he talks the coal miner's language, pointing out ways they can better their conditions and gently guiding them to initiate and develop self-help projects.

The "small miracles" achieved in Hardburly, not far from Quicksand, are a source of pride for Bridges because he spurred the community development program there.

Estil Riley, president of the Hardburly Improvement Association inspired by Bridges, received a Kentucky Award of Merit for the cleanup campaign and other improvements for which he and the members of his association were responsible.

Riley can't read or write, according to Bridges, "and I point this out in tribute to Estil because it didn't keep him from becoming a leader and doing a fine job.

"Hardburly is just one community. Any community can do the same thing," according to Bridges. "So frequently we get to feel that people in depressed areas just have their hands out all the time. But if they're

"Community development, as far as I'm concerned, is chiefly a door-knocking process," says Bridges. In one old lumber camp, Bridges helped the people band together to dig a quarter-mile-long trench to bring piped water to their homes. Here Bridges talks with Calloway Feltner, who led the community water drive.

stimulated in the right way they can do a lot of things for themselves. They just don't realize the potential that they have as individuals, or as groups."

Former Volunteer Bridges feels at home in Appalachia, a more familiar setting to him than the Pakistani town where he served for two years. Nevertheless, he credits his experience in the Peace Corps with developing within him "considerable confidence in working with low-income groups.

"Living in Pakistan was a real asset to me, not only in securing my present position, but in being able to do a fairly good job here," Bridges continued.

"As a whole I think you come back a much broader person, with greater sensitivity to the needs of others and certainly greater appreciation for this great country of ours."

This tiny schoolhouse in Glomaur Hollow, once a bustling mining camp, is now headquarters of a local youth club. Bridges, laughing at a joke, is at right. To the left is the club's adult leader, and the man standing is a specialist in horticulture who is encouraging the children to participate in community beautification projects. There were formerly 400 school-age children in Glomaur Hollow; now there are only 40

Mrs. Richey's general store and post office is a community gathering place in Hardburly. Bridges never goes through the town without stopping to talk to the postmistress, who is also a leading member of the Hardburly Improvement Association.

Bridges also feels that Volunteers gain "a little more humility" because of their experiences. He sees this in contrast to "the way so many Americans subconsciously, if not consciously, consider that we are so far above the people in other countries."

Abroad, in developing countries, Bridges continued, "they realize, especially in the field of technical and industrial knowhow, that we can teach them a lot. They know it. They want to learn.

"But, believe me, they can teach us a lot, but not many of us know it. Maybe we just don't have any desire to learn."

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PEACE
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SEVENTH ANNUAL REPORT

> **"... I am trying to accomplish, from my position as President of the Republic, over the whole country, a very similar job to the one performed by the Peace Corps Volunteers—to awaken the civic spirit, to orient the community in the realization of its own effort, to overcome the problems of ignorance, sickness and backwardness, to introduce new aspirations and new ideals to the popular masses, all with the desire to start forming a more equal society, more identified with the same purposes of excelling ..."**

—President of Colombia, Carlos Lleras Restrepo, in speech at a conference with Volunteers.

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